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THE BUSINESS OF AGRICULTURE

SOCIAL STUDIES 10, 20 & 30



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THE BUSINESS OF AGRICULTURE

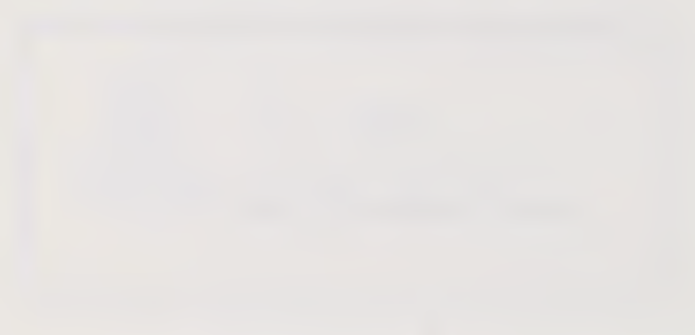
A Resource Book For Teachers

of

Social Studies 10, 20, 30

**Alberta Agriculture
1989**

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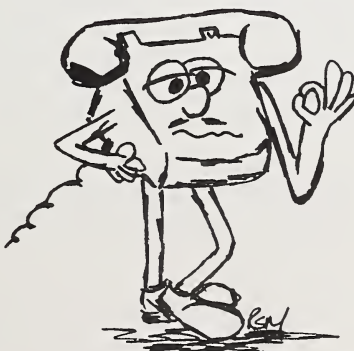
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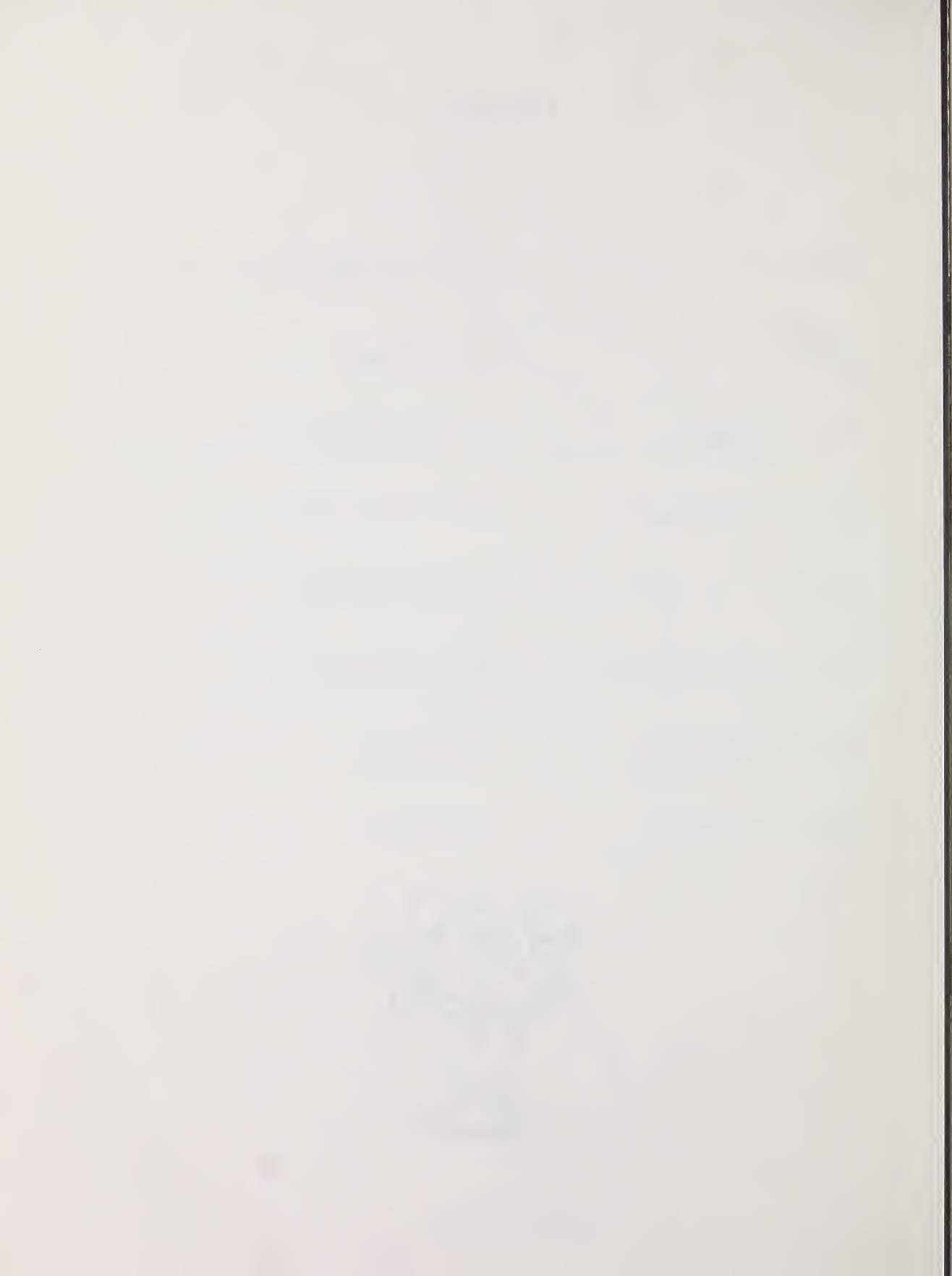
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INTRODUCTION

Welcome to The Business of Agriculture!

This is one of a series of handbooks written by the Agriculture in the Classroom Program for teachers of senior high school students. It relates to the new Alberta Program of Studies for Social Studies 10, 20 and 30. Other books in the Division IV series aim at the new Science 10, 20, 30 series and at Career and Life Management 20, Theme D.

The activities in The Business of Agriculture: Social Studies are designed to illustrate concepts, themes and topics in the 1988 Program of Studies for Social Studies 10 and 20, and the 1981 version of Social Studies 30. Figures I-1 and I-2 on pages iv and v show how our activities link with the curriculum. The first page of each activity also outlines the curriculum fit, including the general objectives and concepts addressed there. This page also includes guidance about time and materials you will need to run the lesson.

Modern agriculture is much more than farming. All materials from Agriculture in the Classroom focus on five concepts that characterize agriculture today:

- i diversity of enterprises
- ii production, processing and distribution system
- iii capital and technology intensity
- iv economic importance to society
- v importance of soil and water to production

Implications of these concepts join agriculture to everyone and make it an important factor in understanding any social system. In the Canadian context agriculture has major implications in matters of trade, regionalism, government policy, and interdependence with other nations.

The Business of Agriculture: Social Studies is meant to serve as a teacher's handbook. In writing the procedure sections for these activities, we intended them to be clear enough that you can use them "off the shelf" if you wish. However, they are only suggestions, and you are free to adapt them to suit your own needs and your student's interests.

Like all Agriculture in the Classroom materials this book is written to teachers like you. However, throughout the book there are certain specialty pages. These are identified graphically.



Pages marked with the symbol at left are extended references to you. They usually explain agricultural matters in more detail than can be managed within a procedure section.

The symbol to the right identifies a student task sheet. These are generally for recording observations or performing calculations.



Student data sheets carry this symbol. They contain information directly useful to the work required by task sheets.

This edition of The Business of Agriculture: Social Studies is a pilot version. Later this school year we will be seeking your feedback on how activities work, any modifications you devise, where you want expansions or deletions and any other reactions you have. This process will enable us to produce a final version that any teacher can use effectively in their classroom.

The Alberta Agriculture Film Library or Publications Office may have additional relevant resources. You can obtain a publication list or film catalogue by writing them at:

Information Services Division
Alberta Agriculture
7000 - 113 Street
Edmonton, Alberta
T6H 5T6



Figure I-1: CURRICULUM FIT, SOCIAL STUDIES 10

SOCIAL STUDIES 10	ACTIVITY 1	ACTIVITY 2	ACTIVITY 3	ACTIVITY 4	ACTIVITY 5
TOPIC A: Canada in the 20th Century					
Theme 1: Sovereignty	Trade				
Theme II: Regionalism		Why here	Transportation processing	Value Added	
Theme III: Identity					
TOPIC B: Citizenship in Canada					
Theme I: Politics & Government					Public Interest Groups
Theme II: Citizen Participation					
Theme III: Rights & Responsibilities					

NOTE: Shading indicates coverage.

Figure I-2: CURRICULUM FIT, SOCIAL STUDIES 20 AND 30

SOCIAL STUDIES 20	ACTIVITY 6	ACTIVITY 7	ACTIVITY 8	ACTIVITY 9	ACTIVITY 10
TOPIC A: Nineteenth Century Europe					
TOPIC B: Interdependence in the Global Environment					
Theme I: Global Diversity	Local Effects				
Theme II: Economic Development & Interdependence		Development Factors			
Theme III: Quality of Life			Sub-groups in Society		
Theme IV: Alternative Futures				Case Studies	
SOCIAL STUDIES 30					
TOPIC A: Political & Economic Systems					Food Systems in Canada, U.S.A., E.E.C., Eastern Bloc
TOPIC B: Cooperation & Conflict Among States					

NOTE: Shading indicates coverage.

TABLE OF CONTENTS

SECTION A: SOCIAL STUDIES 10

Activity 1:	More to Trade Than Hockey Cards	1.1
	Students investigate the trade relationships between Canada and three of its trading partners.	
Activity 2:	Why Aren't Things Different?	2.1
	Students consider the geographic, historical, political and economic factors that have led to Alberta's present level of power and influence in Canada.	
Activity 3:	To Market, To Market, To Buy a...	3.1
	Students see what transportation infrastructure has developed in western Canada based on export of primary agricultural products.	
Activity 4:	It Came Out of the Sky	4.1
	Students create a long-range plan to develop food-based secondary industries in Alberta.	
Activity 5:	Who Speaks for Agriculture	5.1
	Students prepare hypothetical responses to agriculture issues based on the stated goals of an agricultural lobby group.	

TABLE OF CONTENTS (cont'd)

SECTION B: SOCIAL STUDIES 20

- Activity 6: Interdependence Comes Home 6.1
- Students consider how the activities of Canada's agricultural trading partners can affect them directly.
- Activity 7: Factors at Work; Proceed With Care 7.1
- Students evaluate the effect of eight factors on economic development and diversification in Alberta.
- Activity 8: Hah! How Do You Like That, Then? 8.1
- Students role play the reaction of selected people in agriculture to various events affecting the quality of their lives.
- Activity 9: Possible Food Futures 9.1
- Students identify food issues of global concern, international mechanics that address these issues and potential solutions.

SECTION C: SOCIAL STUDIES 30

- Activity 10: How Much Difference Does That Make? 10.1
- Students compare food production systems and their results in Canada, the U.S.A., the E.E.C. and the Soviet Bloc.



ACTIVITY 1



More to Trade Than Hockey Cards

Objectives:

Working in groups students role play the resolution of a trade issue between Canada and one of its international trading partners.

Curriculum Fit:

Social Studies 10
Topic A: Canada in the Twentieth Century
Theme I: Sovereignty

Social Studies Concepts:

In the international community, action by one nation may affect others. Canada's trade involvement in the global community.

Agriculture Concepts:

Production, Processing and Distribution System
Economic Importance

Cognitive Level:

Synthesis, Evaluation

Materials Required:

Enclosed information sheets

Time Required:

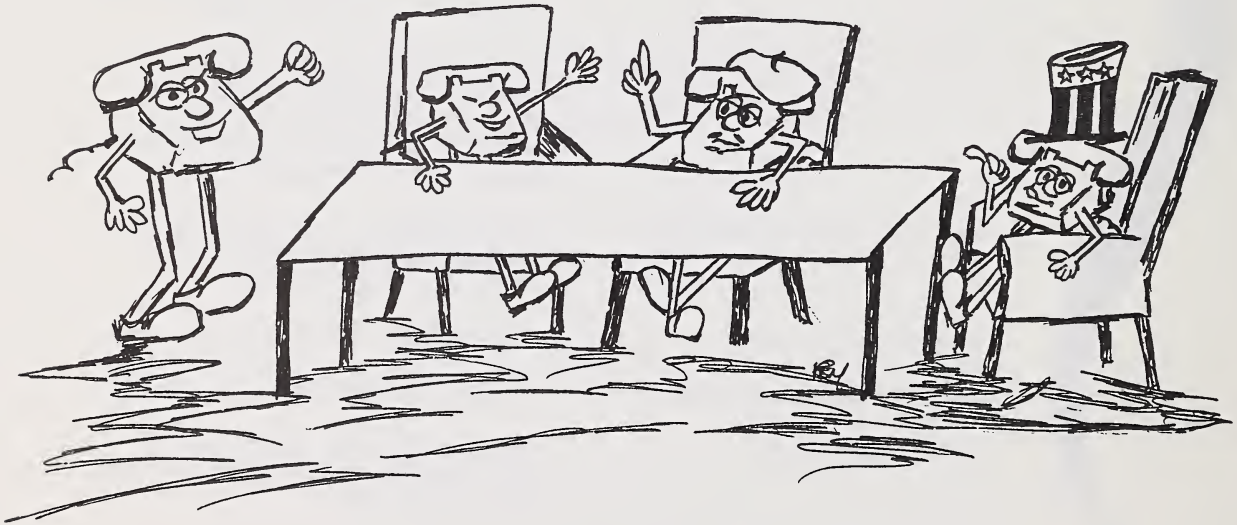
30 minutes to prepare
60 minutes for presentation and reaction.



BACKGROUND - For the Teacher

Trade is an activity in which nations act out their sovereignty on a daily basis. To trade with each other, nations must constantly balance short-term national interests with long-term interdependence. At the same time each nation must select from competing sectoral interests at home principles that form a national interest abroad.

In this activity your students role play the behavior of international trade delegations. Students work in groups and base their response to situations on information packages provided. Each issues is based on real trade disputes in which Canada is presently involved.



PROCEDURE

Part 1

Preparation:

1. Decide on the make-up of the task groups that will present the trade disputes listed on Teacher Information Sheet One.
2. Prepare enough copies of information packages one, two and three that each group member will have one.

Part 2

Introduction: (Day 1)

3. Beginning with about 40 minutes left in the period. Explain to the students that in this activity they will be acting as representatives of sovereign nation's pursuing their national interests on a trade issue. Their task will be to present one side of each issue to the class.
4. Divide the class into three groups, one for each trading pair listed. Have groups one and two sub-divide into two halves, group three into thirds.

Part 3

Activity:

5. Distribute the information packages to the task groups so that each can prepare a presentation of their case.
6. Allow task groups the remaining thirty minutes of class time to prepare their presentations.
7. Arrange the schedule of this class period so that each group can have twenty minutes for presentation and adjudication of its issue.

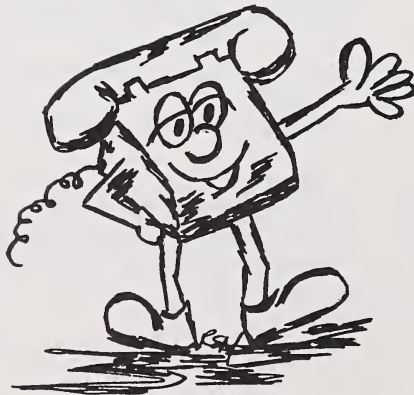
(Day 2)

- 8a. The two sides of Group One each present their case to the remainder of the class. They must each complete their argument in 5 to 7 minutes. The class acts as the U.S. Congressional Trade Committee and must vote for one side or the other. A majority vote decides the issue.
- 8b. The two sides of Group Two each present their case to the remainder of the class. Each side has 5 to 7 minutes to make their argument. The class acts as the GATT conciliation panel on European beef import barriers. The committee must vote on the arguments. A majority vote decides the issue.
- 8c. The two sides of Group Three each present their case in the same format as the other two. The remainder of the class acts as Ministry of Agriculture, Forestry and Fisheries and decides the issues by majority vote.

Part 4

Conclusion:

9. Students should discuss what they learned about the pursuit of national self interest and the limitations imposed by interdependence of nations.



DISCUSSION QUESTIONS

1. Why do American farmers and Canadian farmers differ so dramatically on the nature of subsidies and of competition?
2. Are decisions likely to be influenced by the fact that U.S.A.-Canada trade issues are decided on by a U.S. congressional committee?
3. What is GATT? When, where and why did it begin? Where is its headquarters and who sits on its trade dispute panels?
4. What are the differences between exporting products and exporting production systems? Who benefits from these differences?

RELATED ACTIVITIES

1. Survey news and public affairs reports on Canada's trade relationships with other countries.
2. Discuss or arrange a debate on whether a trading nation can ask its customers to change their preference to match what is available or must adapt its products to meet world demand.



TEACHER RESOURCE SHEET ONE



THE DISPUTES

1. Canada-U.S.A. trade in hogs and pork.

Group 1A: Canadian Export Lobby to
U.S. International Trade Commission

Group 1B: U.S. National Pork Producers Council
delegation to U.S. International
Trade Commission

2. Canada-European Economic Community trade in
beef.

Group 2A: Canadian Trade representatives
to GATT

Group 2B: EEC trade representatives
to GATT

3. Canadian exports of beef to Japan.

Group 3A: Canada External Affairs to
Japanese Ministry of Agriculture,
Forestry and Fisheries

Group 3B: Japan's Livestock Industry Promotion
Corporation to Japanese Ministry of
Agriculture, Forestry and Fisheries

TEACHER RESOURCE SHEET TWO



WHAT REALLY HAPPENED

1. In the Canada - U.S. hog and pork dispute, in the spring of 1989, the U.S. Commerce Department has settled on a preliminary countervailing duty of 3.5 cents per pound on pork products entering the U.S. from Canada. This adds to an earlier countervail of 4.4 cents per pound on live hogs shipped to the U.S.A. Canada is considering an appeal to G.A.T.T.
2. In the Japan beef import dispute, Japan has agreed to a 3 year program during which import quotas will be expanded by 84%, LIPC involvement in beef imports will be ended, and direct sales to the meat trade will be expanded. Furthermore, beginning in 1991, the tariff system will be streamlined and reduced. Japanese consumers and North American exporters will receive the greatest benefits.
3. In the North American - European Community dispute over beef production and hormone use, the European ban is in effect and both Canada and the U.S. are seeking its modification or removal.



CANADA'S POSITION IN THE SUBSIDY DISPUTE

1. Canadians base their herd size on expectations of feed and other input costs as equalization payments are irregular in amount and delayed in arrival. Therefore these equalization payments do not act as a subsidy.
2. No material injury to American producers occurred as a result of stabilization payments.
3. Canadian pork processors do not benefit from increased herd size since prices are determined by international trade between the two countries.

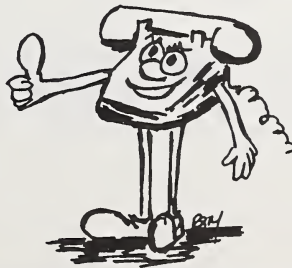




U.S. NATIONAL PORK PRODUCERS POSITION IN THE SUBSIDY DISPUTE

1. Payments under Canada's federal and provincial stabilization programs are subsidies that lead to unfair competition.
2. These payments cause producers to increase their herd size in anticipation of guaranteed return which allows for lower unit production costs and lower costs to processors.
3. This increased supply of hogs and processed pork produces increased exports at artificially low prices and thereby causes material injury to the U.S. producer.

Therefore the National Pork Producers Council (NPPC) has requested the U.S. International Trade Commission to levy a countervailing duty on both live hogs and pork.





CANADA'S POSITION ON GROWTH HORMONE IN BEEF PRODUCTION

1. The hormones implanted in calves are the same as those the calves produce normally. The increased levels at early stages speed early growth and lead the animal to produce more muscle tissue and less fat on the same amount of food.
2. Slaughter age steers that had growth hormone implants as calves do not show increased growth hormone levels compared to those never implanted.
3. The European Economic Community is using false health concerns to establish a non-tariff barrier to the import of North American beef.

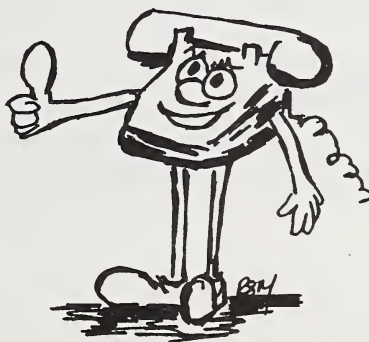
NOTE: This position is also held by the U.S.A. and Australia. The U.S.A. is in fact leading the appeal of this ruling to GATT.



EUROPEAN COMMUNITY POSITION ON GROWTH HORMONE IN BEEF IMPORTS

1. The presence in beef of residues from growth inducing hormones may be a hazard to human health.

2. Since the people of Europe are not willing to undergo this risk, the European Economic Community will not accept meat from cattle raised with artificial hormones.





CANADA'S POSITION ON JAPANESE BEEF IMPORT QUOTAS

1. Food security comes not from self-sufficiency achieved at any cost, but from stronger and freer trade with nations that enjoy a comparative advantage.
2. Japan is an aggressive exporter of industrial goods and cannot expect countries to buy these without being willing to accept imports of customer products.
3. The Japanese consumer is being heavily taxed in the form of inflated food prices for maintaining a small-scale high-cost form of agriculture.
4. To correct for these failures, Japan should:
 - a. expand and eventually eliminate its import quotas.
 - b. streamline its internal systems to eliminate price bias against imported beef.



JAPAN'S POSITION ON BEEF IMPORT QUOTAS

The Japanese beef industry's position on import quotas is set by the Livestock Industry Promotion Committee (LIPC).

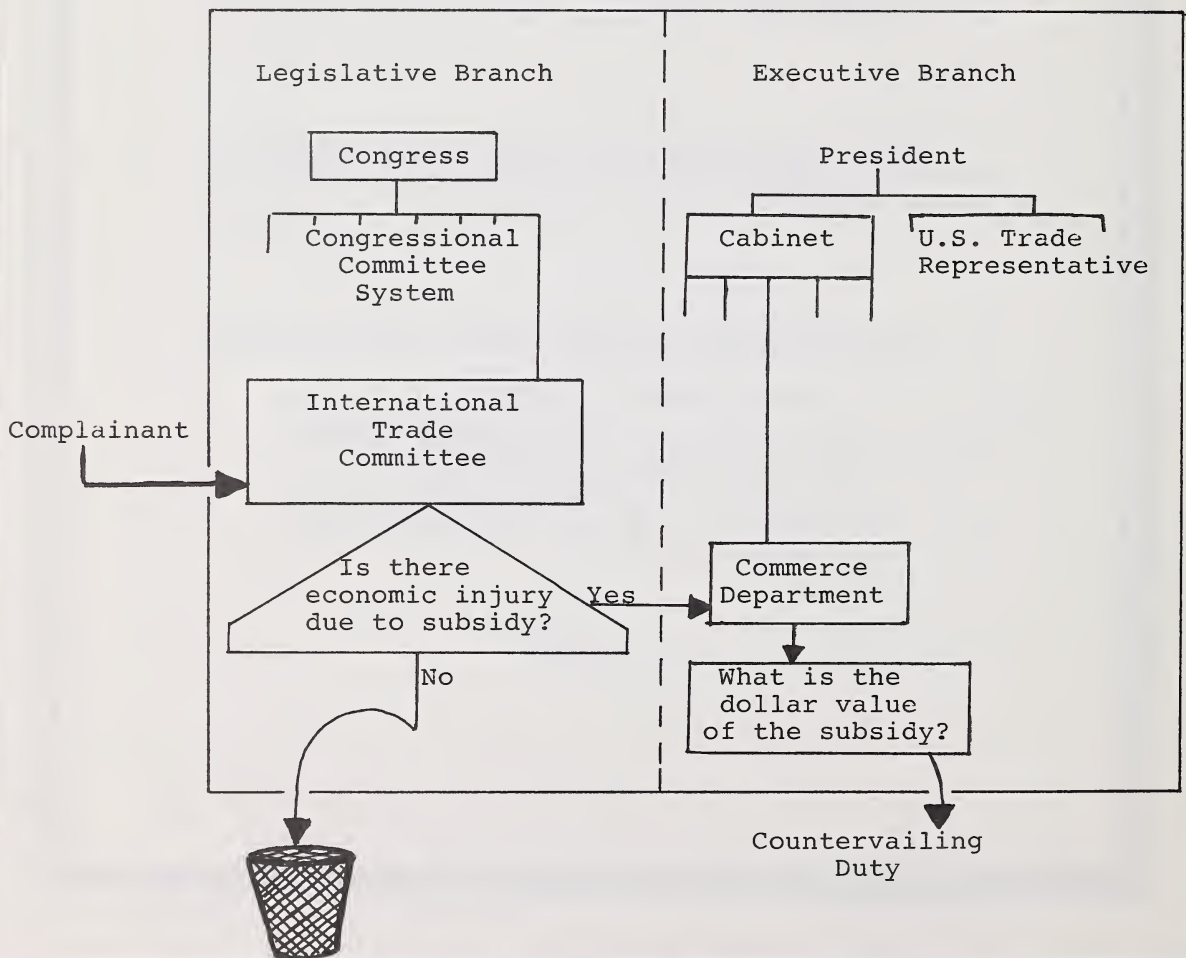
1. Japan needs to guarantee that it is food self-sufficient so that the hunger of the post-war period does not recur.
2. To supply the nation with beef, Japan's cattle industry needs to be protected from cheaper imported beef.
3. To accommodate these needs Japan should retain
 - a. its import quotas on beef.
 - b. a subsidy system that insures producers a profit on their operations.
 - c. its system of tariffs, surcharges and middle-man fees.



U.S. IMPORT REGULATION SYSTEM

An American citizen or group that feels it is the victim of unfair trade subsidies by a foreign government can appeal to the International Trade Committee of the U.S. Congress.

Where complaints are found to be justified the Commerce Department has the power to set a duty that equals the amount of the subsidy (i.e. a countervailing duty).



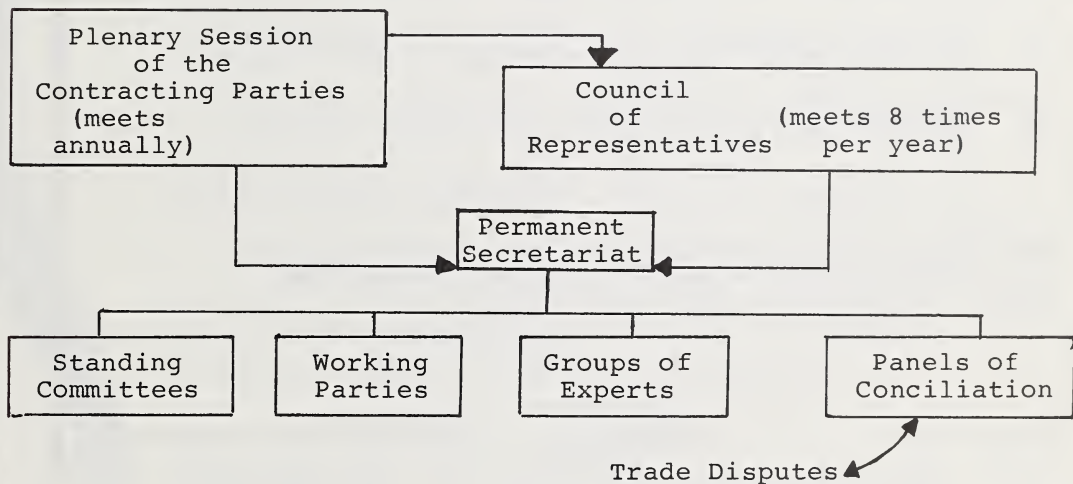


G.A.T.T. DISPUTE RESOLUTION SYSTEM

The General Agreement of Tariffs and Trade (GATT) consists of 88 full member countries (called Contracting Parties) and 30 countries that participate under special arrangements.

Contracting parties account for over 80% of world trade.

ORGANIZATION



Contracting Parties are bound to apply GATT rulings only to the extent that the rulings do not contravene their existing laws.

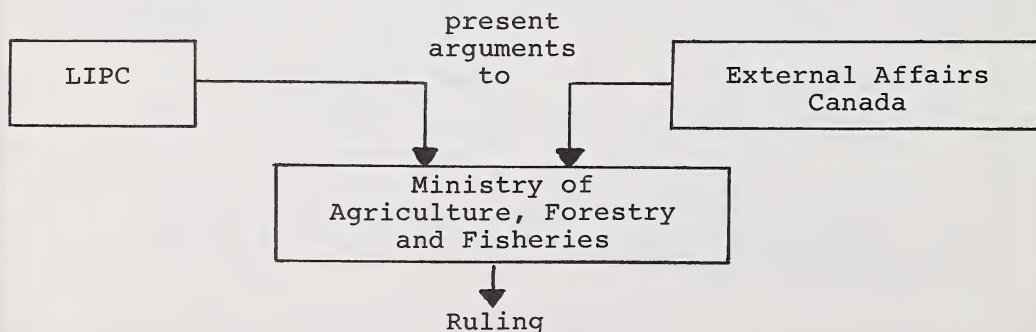
DATA SHEET THREE C



JAPANESE IMPORT REGULATION SYSTEM

1. The Ministry of Agriculture, Forestry and Fisheries meets twice yearly to set prices and quotas for imported beef.
2. Japanese trading companies arrange imports with foreign suppliers and pay a 25% tariff for the beef they import.
3. The Livestock Industry Promotion Corporation (LIPC) buys all imported beef then sells it to wholesale suppliers after a markup of 50%.
4. Wholesale suppliers add their costs and profit margins, then sell to retailers.
5. Retailers add their costs and profit margins, then sell to consumers.

The total effect is that the retail price is about three times the port price and 8 - 10 times the price in Canada or the U.S.A.



ACTIVITY 2



Why Aren't Things Different?

Objectives:

Students will consider geographic, historical, political and economic factors that have led to the present importance of agriculture in the Alberta economy.

Curriculum Fit:

Social Studies 10
Topic A: Canada in the Twentieth Century
Theme II: Regionalism

Social Studies Concepts:

Canada is composed of geographic regions with diverse political, economic and cultural interests.

Agriculture Concepts:

Economic Importance

Cognitive Level:

Comprehension

Materials Required:

Included

Time Required:

Two 50 minute periods

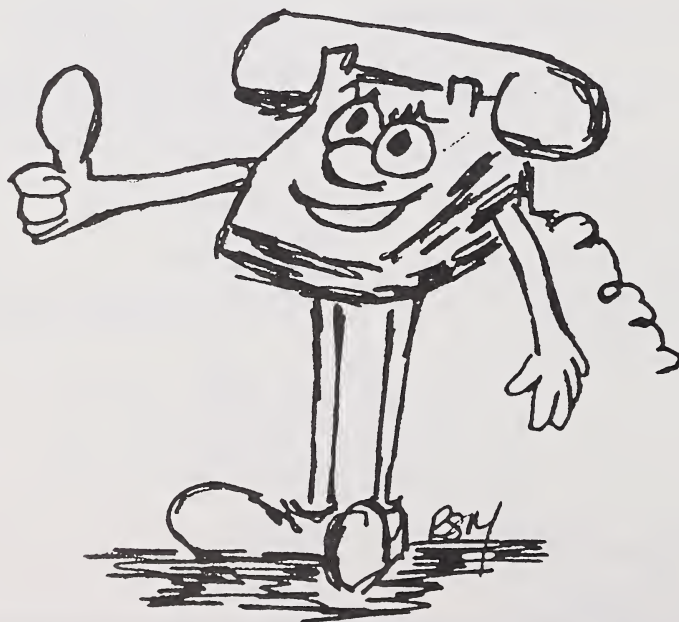


BACKGROUND - For the Teacher

One way to better understand the factors that contribute to the power and influence of a region is to speculate on how the absence of a factor would alter present circumstances. This is the task your students are set in this activity.

Working in groups, students are to develop a scenario describing what their life today would be like if an historical event either had not occurred or had turned out differently. Basic information about the less widely known events is included as Data Sheets.

Eight speculations are included on the Task Sheet. If you know of other critical factors that have not been listed there, you should feel free to add them into the draw. However, the ones that are present will allow your class to begin the process.



PROCEDURE

Part 1

Preparation:

1. Make two copies of each data sheet for task groups to use as references.
2. Photocopy the task sheet and cut apart the questions so students can choose one by blind lottery.
3. Decide on the members or selection procedure for task groups of four or five students.

Part 2

Introduction:

4. Explain the goals and procedures of the activity to the students.
5. Establish working groups of four or five students.
6. Have one member of each group select a "What If" card by lot.

Part 3

Activity:

7. Allow students the remainder of the class period (or up to 60 minutes from start in semestered block) to:
 - a. consider the question
 - b. find relevant data sheets
 - c. begin to develop their alternate scenario
 - d. identify further research needs
 - e. begin to prepare a presentation

(Day 2)

8. Have each group present their "What If" scenario to the class. Limit presentations to between five and eight minutes.

Part 4

Conclusion:

9. With the full class, lead a discussion of:
 - a. Why none of the "What If" questions actually occurred
 - b. How each of the real situation contributes to life in Alberta and to Alberta's place in modern day Canada.

DISCUSSION QUESTIONS

1. What are some other important factors that have contributed to Alberta's present role in Canada?
2. What is the 19th Century U.S. doctrine of Manifest Destiny, and which of the "What If" issues considered here were most likely influenced by it?

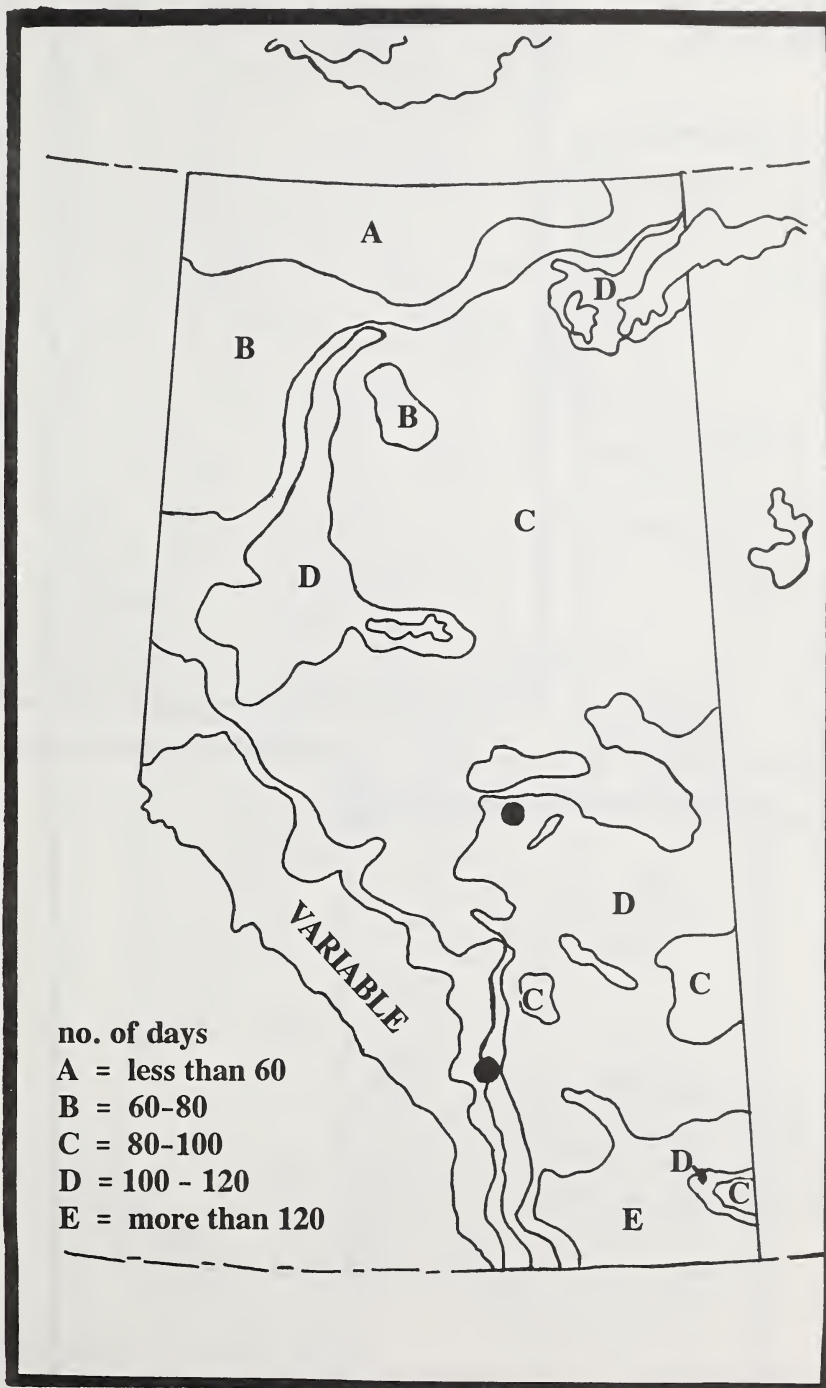
RELATED ACTIVITIES

1. Collect news items concerning the present day effects of any of the issues considered here.
2. Research and role play the actual discussions that went on in deciding some of the issues that have been considered here.

DATA SHEET ONE



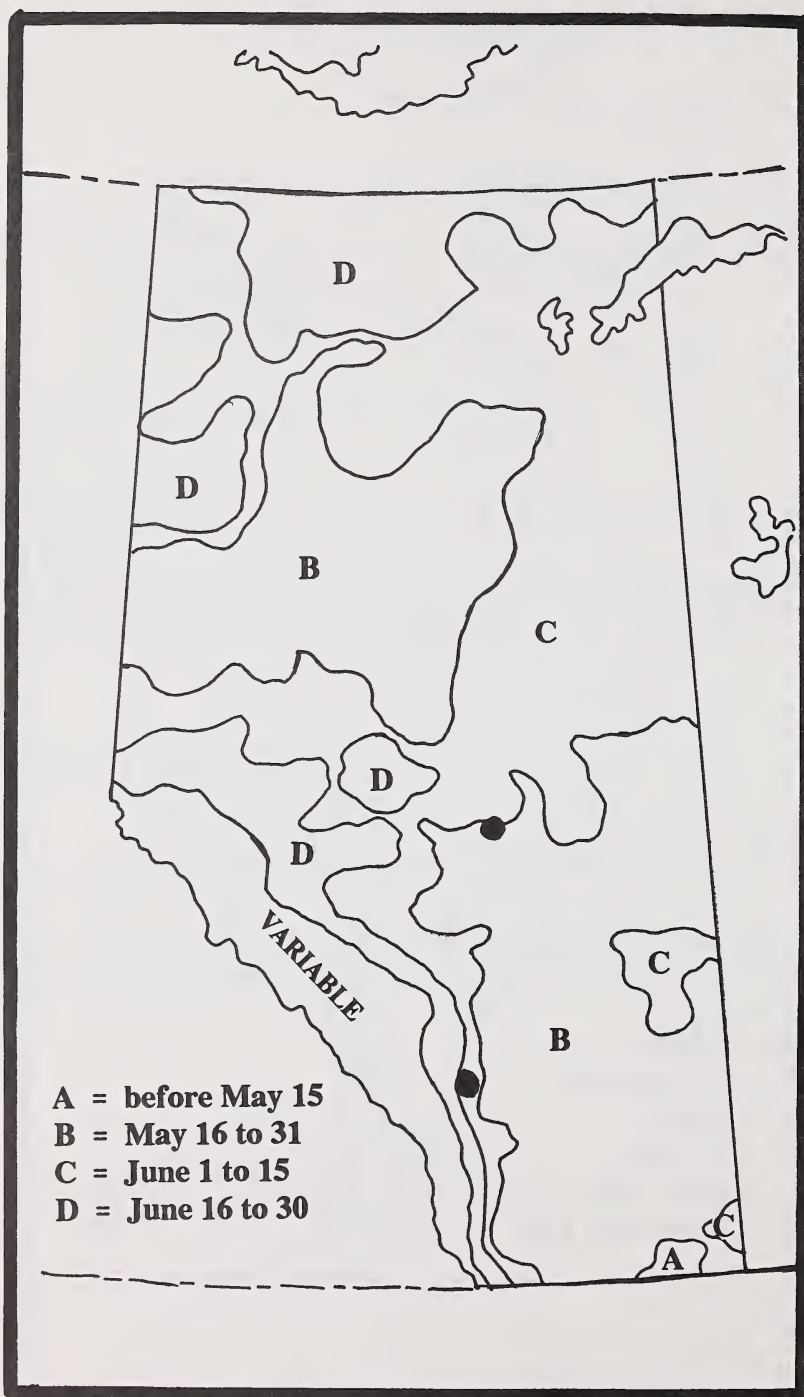
AVERAGE LENGTH FROST-FREE PERIOD



DATA SHEET TWO



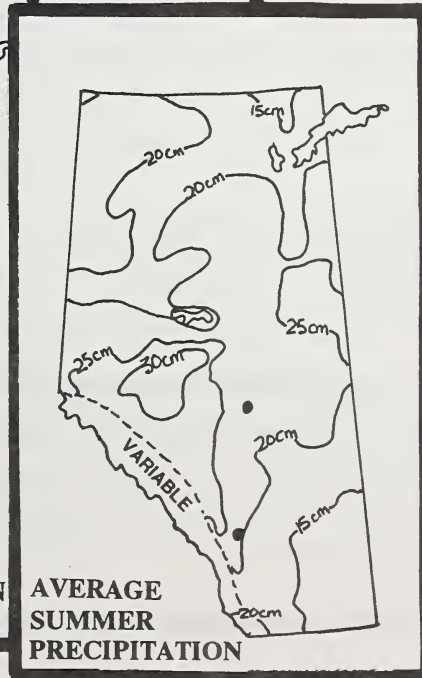
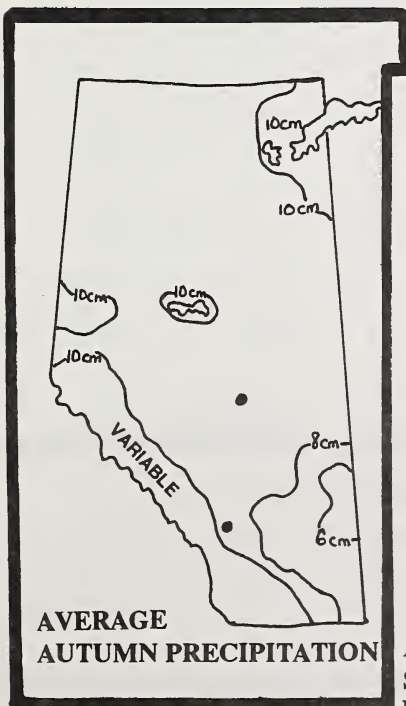
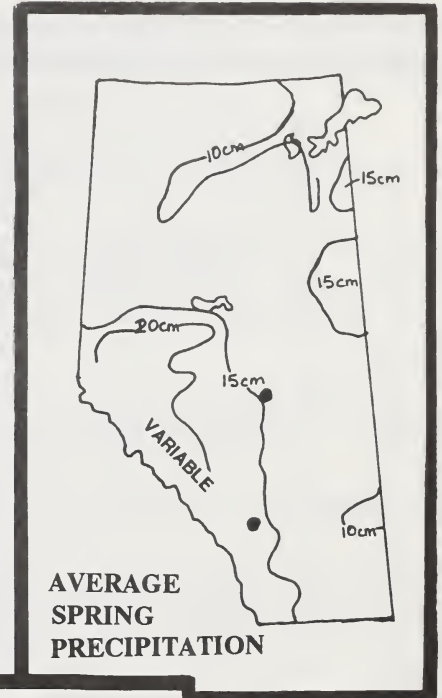
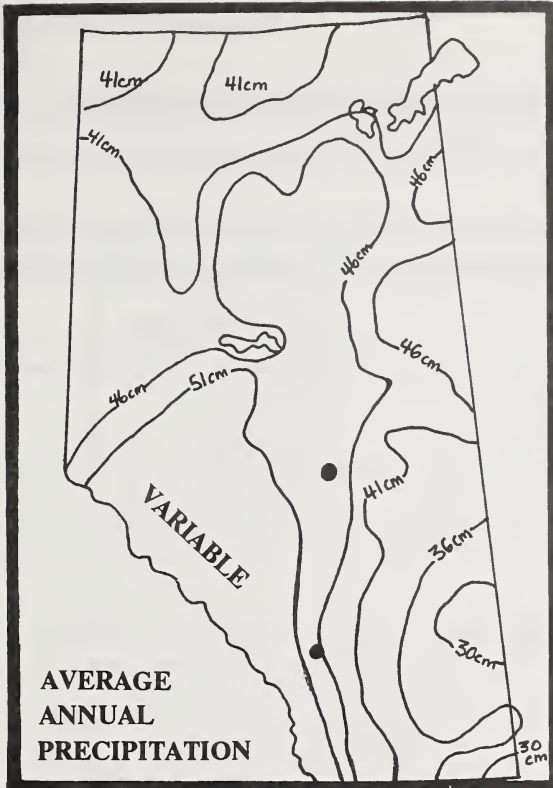
AVERAGE DATE OF LAST SPRING FROST



DATA SHEET THREE



PRECIPITATION IN ALBERTA



DATA SHEET FOUR



GROWTH REQUIREMENTS OF SOME COMMON CROPS

CROP	GROWING SEASON (free of frost)	WATER NEEDED TO GROW	MINIMUM SPRING SOIL TEMPERATURE*	**OPTIMUM SUMMER AIR TEMPERATURE
Grains				
Wheat	103-120 days	300 mm	10°C	28°C
Oats	92 days	250-300 mm	10°C	28°C
Barley	90-130 days	250-300 mm	10°C	28°C
Rye	105 days	250-300 mm	10°C	28°C
Oilseeds				
Canola	100-156 days	300 mm	10°C	28°C
Flax	130 days	300 mm	10°C	28°C
Vegetables				
White Potatoes	90-120 days	500-750 mm	12°C	17°C
Sweet Corn	70-110 days	300-660 mm	13°C	30°C
Sugar Beets	May-first frost	560 mm		28°C
Peas	57-75 days	300-500 mm	5°C	16°C
Wax Beans	45-80 days	300-500 mm	15°C	30°C
Forages				
Alfalfa	all fall seeded and harvested in late June	varieties for all soil moisture levels	10°C	15-25°C
Brome-grass			10°C	15-25°C
Wheat-grass			10°C	15-25°C
Fescue			10°C	15-25°C

* Germination will be delayed below this temperature.

** Growth proceeds at a lower rate above and below these temperatures.

DATA SHEET FIVE



THE CROWSNEST PASS AGREEMENT AND WESTERN GRAIN FREIGHT RATES

The Crowsnest Pass Agreement resulted from concerns of British Columbia and Canada about threats to their sovereignty over the Kootenay region of southeastern British Columbia.

The region supported several mines, and the people in the region looked to Spokane as a supply base rather than Vancouver. Once the Northern Pacific Railway was completed through Spokane in 1883, pressure built for a north-south rail connection from Nelson, British Columbia.

To prevent this link, the Government of Canada negotiated the Crowsnest Agreement with the Canadian Pacific Railway. Under the agreement the CPR committed itself to:

- Build a railway line from Lethbridge, Alberta to Nelson, B.C. and run it forever.
- Establish a permanent freight rate for the transport of prairie grain to Fort William (now part of Thunder Bay).

In exchange the CPR received:

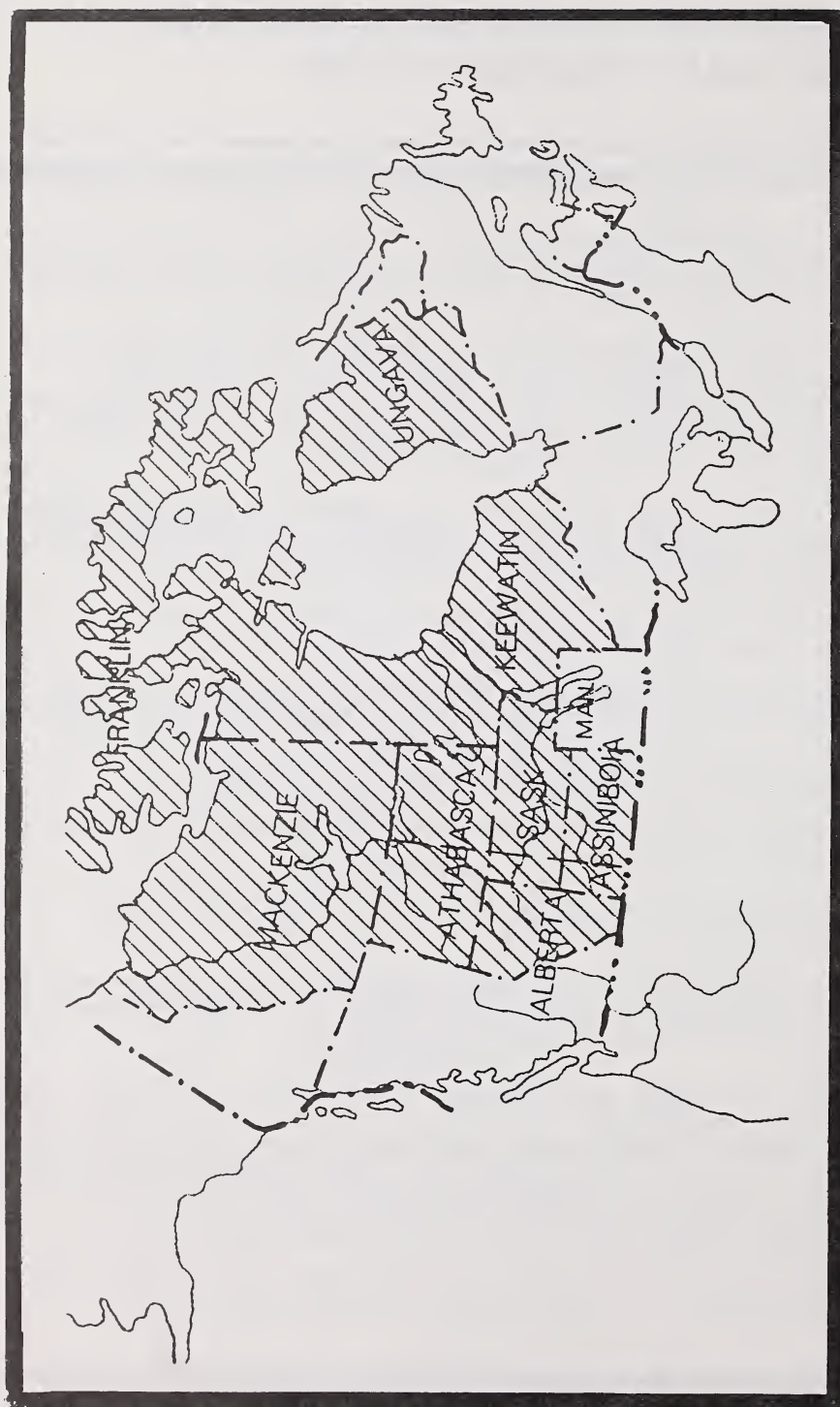
- From Canada, a construction subsidy of \$11,000.00 per mile.
- From British Columbia, a grant of 250,000 acres (100,000 Ha.) of land.

With some brief exceptions, the rates set under the agreement remained in force until the mid-1980's. By then, other costs had risen to the point where:

- The railroads were unable to afford a high priority on grain movements.
- Prairie food processing and other product upgrading had disappeared as companies sited plants near markets to benefit from the low cost of shipping grain.

This gave rise to extensive hearings by the Government of Canada, and thus to a new Western Grain Transportation Act.

CANADA AND THE NORTHWEST TERRITORIES, 1898



DATA SHEET SEVEN



DEVELOPMENT OF HARDY CANADIAN WHEAT VARIETIES

Until the middle of the 1800's very little wheat was grown in Canada. In most years frost reduced yield and quality of wheat. This limitation was overcome in three stages.

RED FIFE

In 1842 David Fife of Peterborough, Ontario received a sample of Polish wheat from a friend in Glasgow, Scotland. Of the seeds he planted, one plant matured before killing frost. He replanted the seeds from that plant and by a series of selections and replantings he developed a strain of early maturing, red spring wheat which was named Red Fife.

Red Fife allowed wheat growing to become an important aspect of farming in the Red River Valley of Manitoba. However, in many years crops were still ruined by frosts.

MARQUIS

In 1904 Dr. Charles Saunders of the Dominion Agriculture Research Station in Ottawa, Ontario announced a new wheat variety which he named Marquis. It had been developed by selecting the best seeds in several generations from a cross of Red Fife with another variety named Hard Red Calcutta. It matured several days earlier than Red Fife, which allowed wheat growing to spread across the prairie provinces. Marquis also had excellent milling and baking qualities, and remains the standard to which all new varieties are compared today. From its public release in 1910 until the mid-1930's it accounted for 90% of the wheat grown on the prairies.

THATCHER

In 1930 a new variety, developed at the University of Minnesota, was introduced to Canadian growers. It had two advantages which allowed it to replace Marquis as the dominant variety on the Canadian prairies:

1. It matures a week earlier, and
2. it was resistant to a serious fungal disease, wheat stem rust.

It also produces better yields than many other varieties.

Today prairie farmers have many choices of Hard Red Spring Wheat varieties. All mature in under 120-130 days, and each has special characteristics that suit it to particular circumstances. Some popular varieties are Manitoba, Park, Cypress, Chinook and Neepawa.

TASK SHEET

THE WHAT IF QUESTIONS



What if the 1898 territories Alberta, Athabasca, Saskatchewan and Assiniboia had each been made a separate province?	What if the CPR had never decided to develop irrigation districts for the land it was granted in southern Alberta?
What if the Crowsnest Pass Agreement had never been signed?	What if the wheat varieties Red Fife and Marquis had never been developed?
What if the CPR had been routed along the North Saskatchewan River instead of through Regina, Calgary and Kicking Horse Pass?	What if, in 1897, Laurier and Sifton had not decided to fill the west with farmers in the shortest possible time?
What if the Government of Canada had confirmed the Metis river lot system of land ownership in Manitoba and simply surveyed unclaimed territories on the modern block system?	What if a second Trans-Canada railway had never been built?

ACTIVITY 3



To Market, To Market, To Buy A ...

Objectives:

Students will see what transportation infrastructure has developed in western Canada based on export of primary agricultural products.

Curriculum Fit:

Social Studies 10
Topic A: Canada in the Twentieth Century
Theme III: Identity

Social Studies Concepts:

Regional differences are accommodated in various ways.
Regional differences have an effect on federal policy.

Agriculture Concepts:

Production, Processing and Distribution System

Cognitive Level:

Application

Materials Required:

World Atlas or globe

Time Required:

50 minutes



BACKGROUND - For the Teacher

The historical development of western Canada as a producer and exporter of unprocessed farm products has had a profound influence on the development of transportation infrastructure here. The transport of grain provides a clear example of this effect.

The railroads are the main system transporting farm products to markets. They developed with main lines connecting the prairies to central Canada and to points for export, and with a system of branch lines connecting small rural centres to transfer points on the mainlines. Recently, as the capacity and convenience of truck transport and highway travel have increased, rail companies have tended to concentrate on mainline transportation and to streamline, shorten, or abandon their branchline networks. This process has had important effects on rural life.

Western Canada's rail system developed at a time when most food exports went to Great Britain. As a result, the first export points were Atlantic ports. The main port handling prairie grain being exported eastward is Thunder Bay, Ontario. In the 1930's Churchill, Manitoba was developed as a grain loading port for shipments to northern Europe via Hudson's Bay and the North Atlantic.

In recent time, grain exports to Great Britain and western Europe have declined, while demand has grown in many of the Asian countries on the Pacific Rim. This first increased the importance of grain shipments to the port of Vancouver, B.C., and more recently stimulated the development of a major grain terminal port at Prince Rupert.

In this lesson your students are to consider how the locations of Canada's trading partners influence affects the importance of various ports, and how Canada's national transportation policy can respond to changes in western food production and in food processing.

NOTE

The Alberta government publication International Trade Review is updated yearly and available from Alberta Economic Development and Trade, Edmonton (427-0669). It contains country profiles of Alberta's exports to each of its trading partners.

PROCEDURE

Part 1

Preparation:

1. Make sure that several atlases or maps of the world will be available for the class to use.
2. Make a copy of data sheets 1 and 2 for each student.

Part 2

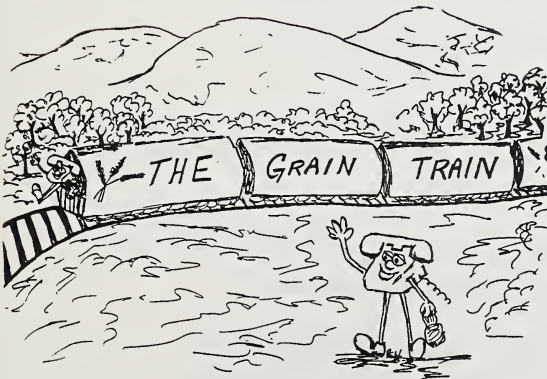
Introduction:

3. Explain that this lesson considers how trade relationships and government policies have affected the development of facilities in western Canada.

Part 3

Activity:

4. Distribute a copy of the Task Sheet and Data Sheets 1 and 2 to each student.
5. Assign each student a country from the list of top twenty export markets.
6. Using the information in the data sheets and the world maps, have students complete the task sheet form.
7. Once students have completed the task sheet have them group themselves according to the Canadian port that is nearest their designated country.
8. Have each group calculate what percent of Alberta's total exports goes to their countries in total.



Part 4

Conclusion:

9. Distribute Data Sheet 3 to the four groups and have them compare the percentage of grain shipped through each port to the percentage calculated in Step 8.
10. Lead a discussion based on the questions below of why export percentage predicted by sea miles differ from grain exports recorded at each port.

DISCUSSION QUESTIONS

1. What factors beside ocean distance from markets add to or limit the importance of ports?
2. How many months is the shipping season at Churchill, Thunder Bay, Vancouver and Prince Rupert?
3. If Alberta's trade pattern trends are typical for Canada, what would you expect to be the future of each port considered here?
4. Almost all of Alberta's agricultural exports to and imports from the U.S.A. are transported by truck.
 - a) How would you expect this to affect Alberta's transportation infrastructure?
 - b) Why is this so?
5. Based on Data Sheet 5, what percent of Alberta's total agricultural exports are grain?
6.
 - a) Which is likely to be the bigger factor in total transportation costs, rail/highway transports to ports or ship transport between ports?
 - b) How can the facts of this question be determined?

RELATED ACTIVITIES

1. Investigate the history of one of the four ports considered here, emphasizing how government decisions affected its development.
2. Role play a presentation to Ports Canada by the local Chamber of Commerce calling for a doubling of the shipping volume directed to Churchill or Prince Rupert or a continuation of full capacity shipping at Thunder Bay or Vancouver.



TASK SHEET ONE TRADE AND INFRASTRUCTURE

DESIGNATED TRADING PARTNER:

NEAREST CANADIAN PORT:

RAIL DISTANCE TO PORT FROM

a. EDMONTON

b. CALGARY

VALUE OF IMPORTS FROM ALBERTA (1987):

THREE YEAR TREND OF TRADE WITH ALBERTA IS

a. UPWARD

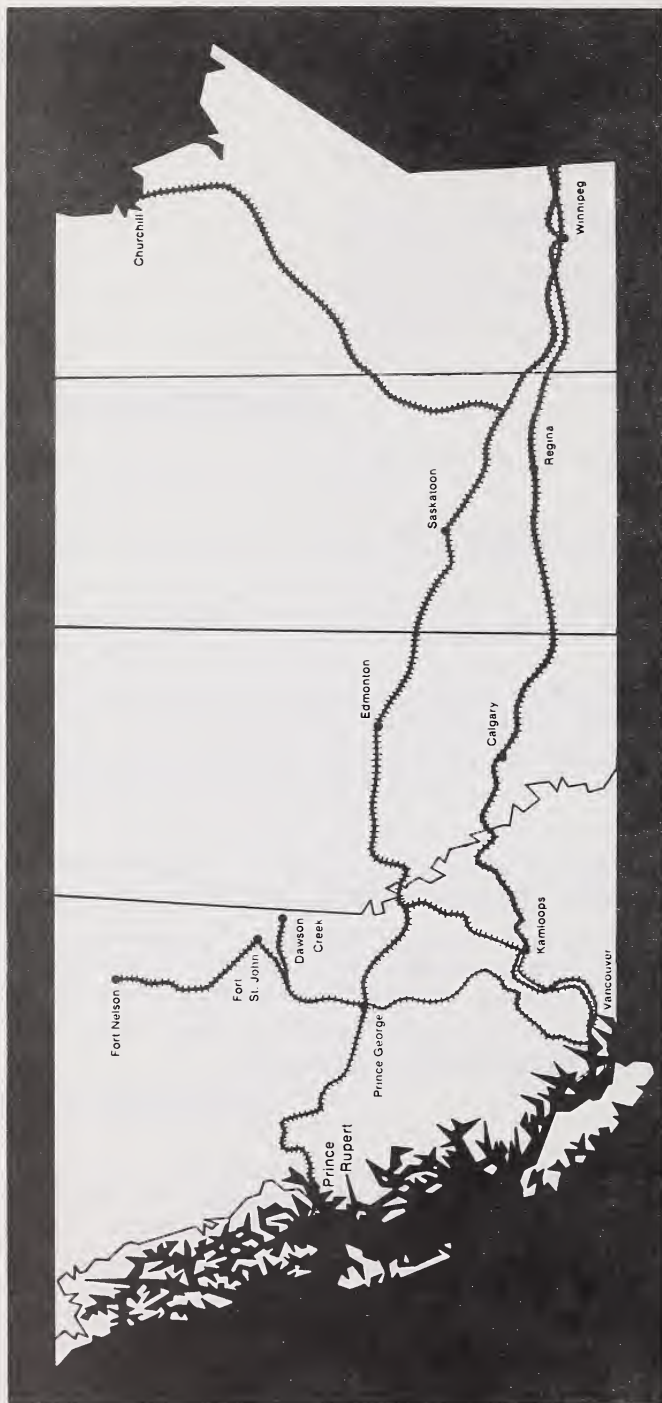
b. DOWNWARD

c. UNCLEAR



DATA SHEET ONE

MAINLINE RAIL INFRASTRUCTURE IN WESTERN CANADA



Source: Government of Alberta, Prince Rupert Grain Terminal.
Edmonton, Alberta. Undated



DATA SHEET TWO ALBERTA'S TOP 20 EXPORT MARKETS, 1985-87

(in \$ 000's)

	1985	1986	1987
United States	10,504,808	7,600,605	8,612,570
Japan	788,117	711,940	746,611
China, People's Republic	302,367	141,188	302,334
Korea, South	171,920	202,218	293,031
USSR	258,157	413,774	193,337
Morocco	101,442	136,123	180,546
Taiwan	89,728	122,259	167,747
Brazil	175,257	148,936	122,797
Mexico	17,519	25,177	102,256
Australia	59,178	81,216	85,551
Netherlands	30,826	54,038	81,370
Saudi Arabia	16,767	36,250	67,721
Indonesia	77,309	51,673	66,459
Tunisia	67,518	57,030	58,549
United Kingdom	46,073	60,989	55,362
Hong Kong	23,082	28,041	52,990
Belgium-Luxembourg	57,818	37,178	51,159
Cuba	50,309	60,015	46,749
Italy	35,612	30,140	40,750
Israel	16,514	33,740	36,346
Total World Exports	13,607,300	10,599,577	11,973,953

Source: Alberta Economic Development and Trade, International Trade Review 1987.
Edmonton, Alberta. 1988



DATA SHEET THREE CANADA'S MAJOR GRAIN HANDLING PORTS

Port	1987 Grain Traffic	Capacity
*Thunder Bay	17 million Tonnes	virtually unlimited 12 million Tonnes 3.5 million Tonnes 1.5 million Tonnes
*Vancouver	12 million Tonnes	
*Prince Rupert	3.5 million Tonnes	
**Churchill	569,000 Tonnes	

*Source: CN Grain Communications, Going With the Grain.
Winnipeg, Manitoba. 1986

**Source: Canadian Wheat Board, Report to Producers on the
1987/88 Crop Year. Winnipeg, Manitoba. 1988



DATA SHEET FOUR ALBERTA EXPORTS BY CATEGORY

Commodity Type	Value	Percent
Hydrocarbon resources	\$7.68 billion	64%
Agricultural products	\$1.83 billion	15%
Petrochemicals	\$1.2 billion	10%
Forestry products	\$0.84 billion	7%
Others	\$0.42 billion	4%
TOTAL	\$11.97 billion	100%

Source: Alberta Economic Development and Trade,
International Trade Review 1987.
Edmonton, Alberta. 1988



DATA SHEET FIVE ALBERTA'S TOP 20 COMMODITY EXPORTS, 1987

Commodity	Value	% of Total
Crude Petroleum	3,622,978	30.3
Natural Gas	2,306,645	19.3
Sulphur, Crude or Refined	832,115	6.9
Wheat	677,025	5.7
Coal	370,968	3.1
Polyethylene Resins	318,828	2.7
Wood Pulp Bl. Kraft Paper Gr. Soft	284,614	2.4
Hydrocarbons and their Derivatives NES	262,086	2.2
Alcohols and their Derivatives	229,207	1.9
Butane Gas, Liquified	222,281	1.9
Barley	195,329	1.6
Canola Seed	192,444	1.6
Propane Gas, Liquified	178,027	1.5
Lumber, Spruce, Pine, Fir, NES	171,238	1.4
Urea	126,481	1.1
Acyclic Hydrocarbons & Derivatives	112,789	0.9
Cattle, Other than Purebred	104,001	0.9
Raw Hides & Skins	85,333	0.7
Pork (Fresh, Chilled, Frozen)	77,540	0.6
Ammonia Anhydrous	73,834	0.6
All Other Commodities	1,530,190	12.8
Total Exports	11,973,953	100.0

Source: Alberta Economic Development and Trade, International Trade Review 1987.
Edmonton, Alberta. 1988

ACTIVITY 4



It Came Out Of The Sky

Objectives:

Students prepare a long-range plan to encourage the development of food-based secondary industries in Alberta.

Curriculum Fit:

Social Studies 10
Topic A: Canada in the Twentieth Century
Theme II: Regionalism

Social Studies Concepts:

Regional differences are accommodated in different ways.

Agriculture Concepts:

Diversity
Economic Importance
Production, Processing and Distribution System

Cognitive Level:

Synthesis

Materials Required:

Included

Time Required:

50 minutes of conferring plus assignment

Two class periods for presentations.



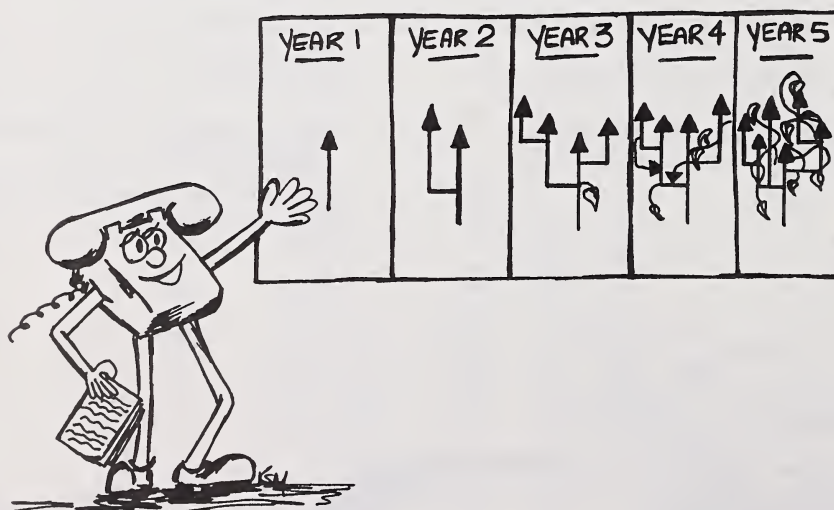
BACKGROUND - For the Teacher

Creating a utopia is a valuable exercise for any student of society. The process demands that each person attempting it confront values, understandings of the existing world and interactions between segments of a society. To succeed, the utopian must synthesize his or her knowledge, understandings and values into the unified picture of a society.

In this exercise your students are asked to design a future for Alberta. They will base their design on the present and aim for the most innovative, imaginative proposal possible.

NOTE

The three data sheets are to help your students get organized. You may distribute them whenever one seems necessary.



PROCEDURE

Part 1

Preparation:

1. Decide on the make up of or selection procedure for working groups of 4 - 5 students.
2. Make one copy of the task sheet for each group.

Part 2

Introduction:

3. Explain to the class that they will be summing up their understanding of Canada in the Twentieth Century by creating a possible picture of Alberta in the twenty-first century: 25 years from today.
4. Arrange the working groups according to your plan, and give each group a copy of the Task Sheet.
5. Once students have read the assignment, give them a schedule for the project: the present period to organize the group and assign tasks, two weeks to develop the scenario, and 15 - 20 minutes to present their results to the class should be a workable schedule.

Part 3

Activity:

6. For the remainder of the period circulate among the groups, making sure that they get a system established for working and a schedule for completing their project.
7. During the two weeks working time check periodically to ensure that students are making progress.

Part 4

Conclusion:

8. Once the working time is over, you will need to set aside one or two periods for presentation. Depending on the time available, allow each group an equal presentation period.
9. When all groups have presented, lead a discussion based on the questions below. Include any other questions that may come up from students.

DISCUSSION QUESTIONS

1. Are there any features common to all the scenarios?
2. Are there any features that produced opposite or widely diverging predictions?
3. What was the most difficult part of the design process? How could this be handled differently on another project?
4. How would someone go about realizing a goal that was developed in the same kind of imaginative process your group used?

RELATED ACTIVITIES

1. Survey newspapers, magazines and television for proposals about the future of Canadian society.
2. Choose an aspect of contemporary Canadian life and predict how it may differ in 5, 10 and 25 years.



TASK SHEET ONE

Welcome to the Blue Sky All-Future Think Tank!

You have been called together to prepare a strategy for developing a system of high-tech, agriculture-based secondary and tertiary industries for the Alberta of twenty-five years from today.

You may assume:

1. Instant , world-wide communications.
2. Someone will handle the technical side of realizing the goals you set.
3. The end-point will be built on the agricultural resources available today.

We look to you for innovative proposals that can use agricultural products as feedstocks and that will yield products marketable around the world.

Your work may open doors for Alberta society into the twenty-first century!





DATA SHEET ONE BRAINSTORMING



Brainstorming is a method of generating ideas in a group. It allows group members to add ideas together and to use one idea to spark another. To be successful you must be certain to focus on getting ideas, refining ideas is another process.

HOW TO BRAINSTORM

1. Everyone must contribute something, no matter how trivial. Work around the circle if you have to.
2. Anyone may add to an existing idea at any time.
3. Contributions should be recorded on a chalkboard or flip chart where everyone can see them. Recorders should not modify ideas as they write them down.
4. No one may evaluate, criticize or ridicule a contribution.

REMEMBER: QUANTITY IS YOUR ONLY GOAL!





DATA SHEET TWO GETTING ORGANIZED



This kind of vicious circle won't get you anywhere.

In this exercise you are going to need ideas; one way to produce a lot of ideas is a brainstorm session.

1. First, you need someone to record ideas and someone to lead the session.
 - If nobody volunteers in one minute, decide by lottery.
2. Once you have your first leaders, try a brainstorm as described in Data Sheet 1. Run the session for 15 minutes.
3. Now you have ideas, team members need to select the ones they will investigate.
 - Do this in 10 minutes.
4. Before you all start your investigations you will need a plan to ensure the group will be ready on presentation day.





DATA SHEET THREE SETTING A SCHEDULE

PRESENTATION DATE:

It will take _____ days to get the presentation ready.

Counting backward, we need our written version by _____.

It will take _____ days to combine our segments into an overall written report.

Counting backward, we each need to complete our segment by _____.

This means we have _____ days to work on our separate segments.

We want to meet and review our progress and new ideas every _____ days.

ACTIVITY 5



Who Speaks For Agriculture

Objectives:

Working from brief descriptions of several agricultural interest groups, students role play organization response to various issues.

Curriculum Fit:

Social Studies 10
Topic B: Citizenship in Canada
Theme I: Politics and Government
Theme II: Citizen Participation

Social Studies Concepts:

The political processes are influenced by a variety of groups in the community. The citizen has a role in the political process - lobbying.

Agriculture Concepts:

Diversity

Cognitive Level:

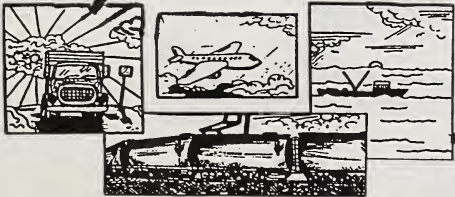
Synthesis

Materials Required:

Included

Time Required:

50 - 90 minutes

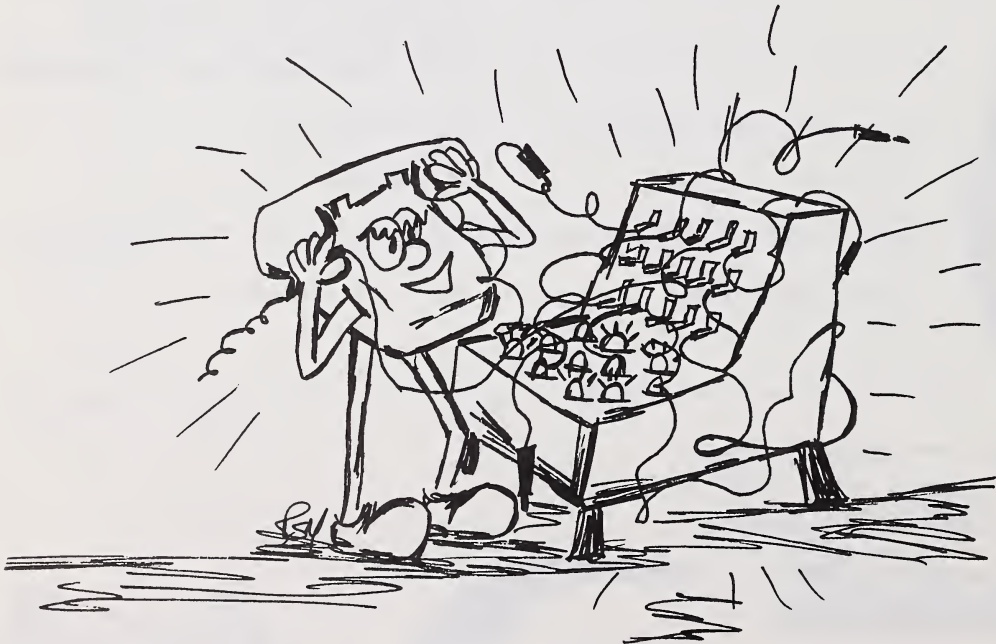


BACKGROUND - For the Teacher

The movement of information, reaction and opinion from individuals through their representatives to government is a basic assumption of representative democracy. As population and social complexity has increased, direct communication by individuals has become difficult. Among the mechanisms that have evolved to increase the impact of individual presentations is the interest group.

The data sheets included in this lesson are the basic value and function statements of several interest groups representing aspects of the agriculture sector. Your students are asked to act as representatives of one group and respond to a series of agricultural issues, based on the stated position of their chosen group. Each group should present their position to the class.

Students should learn two things from this activity. First, they are using the basic process that all interest and lobby groups use to respond to and influence government activity: i.e. to measure new issues against their own set of principles and base their reaction on the march. Second, they should quickly become aware that in agriculture (as in most sectors) there are many interests pressing their positions on government, and these are often in conflict.



PROCEDURE

Part 1

Preparation:

1. Decide on the number of groups you will use and their composition.
2. Photocopy the data sheets provided so that each task group will have one for their subject interest group.

Part 2

Introduction:

3. Explain the role of interest groups; ask for examples that students are familiar with.
4. Divide the class into task groups and have each one choose an interest group to role play. The activity will be most valuable if they choose randomly rather than by preference.

Part 3

Activity:

5. Allow the task groups five minutes to read and discuss the data sheet they have chosen.
6. Read and distribute the first issue statement.
7. Allow the groups ten minutes to consider the issue and prepare a two minute (or less) response based on their data sheet.
8. Have a member of each group read the organizational response to issue one.
9. Repeat steps six to eight for as many issues as your time allows.

Part 4

Conclusion:

10. Ask the students to consider and comment on two questions.
 - a. Which of the organizations represented is "the voice of agriculture"?
 - b. On what basis could a decision-making body choose one position over another if they were confronted with all of them?

DISCUSSION QUESTIONS

1. What is the value to an individual of making their voice heard through an interest group?
2. What does an individual lose if he or she depends on such groups for a voice?
3. Do any of the issues reviewed produce opposite responses from the groups profiled here?

RELATED ACTIVITIES

1. Have students survey local newspapers for public statements or activities of the organization they portrayed.
2. Invite a local or other elected official to tell the class how lobby groups affect his or her work.
3. Contact an interest group by mail and request further information on their activities.



PURPOSE

Women of Unifarm interest themselves in all matters related to agriculture and rural life, taking special responsibility for obtaining improved educational, health and welfare services for the farm family and the total rural community.

OBJECTIVES

- To ensure the survival of the family farm.
- To ensure equal opportunity for healthcare, education and social services in the rural community.
- To ensure full and equal legal and economic rights for farm women.
- To be informed and involved in all agricultural issues by participating in Unifarm policy development.

ACTIVITIES

- Lobby governments on issues relevant to the association.
- Conduct Rural Issue Studies
- Design and promote the Farm Family Safety Hike.
- Confer with related women's groups.

STRUCTURE

- Local organizations in most rural communities.
- Fifteen Regional Directors elected by the general membership.
- A provincial executive elected by delegates to the annual convention.
- Paid secretary in provincial office.

Willow Webb
 Unifarm Head Office
 14815 - 119 Avenue
 Edmonton, Alberta T5L 4W2
 Ph: 451-5912

PURPOSE

Unifarm is a general farm organization working for farmer's interests in social and economic matters pertaining to individual rights, legislation, research and promotion.



OBJECTIVES

- Equitable and stable net farm income.
- Economic growth in agriculture to match the rest of the economy.
- Attainment and maintenance of viable, economic farm units operated and controlled by the family farm.
- The opportunity for farmers to participate in formulating, amending or promoting agricultural policies.
- A higher standard of community life for farmers and all citizens.

ACTIVITIES

- Unifarm lobbies governments to cut input costs wherever possible. In particular it insists that farmers are prepared to pay taxes on income, but not on inputs since they cannot pass those costs on to the consumer.
- Unifarm has lobbied hard to protect grain farmers from subsidies paid to producers in the EEC and the United States.
- Unifarm suggested a number of improvements to the Prairie Grain Advance Payments Program.

STRUCTURE

- Locals exist in rural communities throughout Alberta.
- Locals are grouped into 15 Regions.
- Each region elects a regional director to serve on the Provincial Council.
- Provincial Executive and Board of Directors elected at annual convention.
- There is a permanent staff at the provincial headquarters.

Unifarm
14815 - 119 Avenue
Edmonton, Alberta T5L 4W2
Ph: 451-5912



PURPOSE

To allow members to cooperatively buy farm supplies at reasonable prices and with other organizations develop and encourage plans and policies that will benefit farmers.

OBJECTIVES

- To provide farm supplies and fuel to member farmers at the lowest possible cost.
- To inform members of events and policies that affect them.

ACTIVITIES

- Operates petroleum agencies and farm supply centres.
- Distributes surplus earnings to members as patronage dividends.
- Publishes Alberta Farm and Ranch magazine.

STRUCTURE

- Sixty four delegates elected from eight districts throughout the province. Each district's delegates select one of their number to serve on a board of directors. A president and two vice-presidents are elected from the board of directors at the annual meeting.

1016 - 68 Avenue S.W.
Calgary, Alberta
T2V 4J2
Ph: 258-4500



PURPOSE

Alberta Wheat Pool, through member ownership, participation and direction will operate with integrity and social responsibility a viable agricultural cooperative for the improvement of the economic and social position of its members by producing, processing, and marketing goods and services, and by active public representation.

OBJECTIVES

- To provide fully integrated grain handling, grain marketing and farm supply services to its members.

ACTIVITIES

- Maintains grain elevators throughout Alberta that handle 65% of all the grain delivered.
- Moves 5 - 7 million tonnes of grain and oilseeds to port annually.
- Participates in Winnipeg Commodity Exchange.
- Sells farm supplies.
- Research and Development.

STRUCTURE

- Market area is divided into 9 districts, each divided into 8 sub-districts. Every sub-district elects one delegate. The 8 delegates of a district elect one of themselves to be district director. Business is administered by a head office staff; there is also paid staff in elevators throughout Alberta and north-east B.C.

Box 2700
505 - 2 Street SW
Calgary, Alberta T2P 2P5
Ph: 290-4910

PURPOSE

The A.W.I. aims to provide each member the opportunity to pursue her own particular skill and interest, to encourage members to become better informed citizens, and to discover, stimulate and develop leadership.



OBJECTIVES

- To encourage women, both rural and urban, to organize groups within their respective communities.
- To create improved social conditions within their community, the province, across Canada and throughout the world.
- To welcome with help and understanding any new citizen moving into their community.
- To encourage women to be progressive, well informed and up to date in modern day society.

ACTIVITIES

- Alberta Women's Institutes publish a quarterly magazine, "Home and Country".
- They sponsor A.W.I. Girls' Clubs, which follow regular A.W.I. programs.
- They study and promote the interests of the community, guided by Educational Conveners.

STRUCTURE

- All women aged 16 and over are eligible to join. Any group of 8, or more, may start an A.W.I. branch if there is not one in their area.
- Branches are organized into 32 constituencies, and those fit into 5 districts.
- There is a paid executive secretary at the provincial headquarters.

6604 - 82 Avenue
Edmonton, Alberta T6B 0E7
Ph: 469-1254



PURPOSE

The National Farmer's Union interest themselves in matters related to the social and economic issues in agriculture or in relation to the farmer.

OBJECTIVES

- To improve the social and economic conditions of farm families by organizing farmers of all commodity interests into one organization.
- To maintain the farm family as the basic unit for food production.
- To maintain the rural community as a viable part of the Canadian mosaic.

ACTIVITIES

- Present submissions on policy proposals to various governments, government agencies, board and commission.
- Conduct educational programs in rural areas.
- Publish a monthly paper and periodic newsletter.
- Various other actions and activities.

STRUCTURE

- Farm Policy Organization comprised of voluntary due-paying farmer members.
- Members elect Regional Co-ordinators and a national executive.

National Office
250C - 2 Avenue South
Saskatoon, Saskatchewan S7K 2M1
Ph: (306) 652-9465
Fax: (306) 664-6226

FARM EQUIPMENT DEALER'S ASSOCIATION OF ALBERTA AND B.C.

DATA SHEET SEVEN



PURPOSE

An association formed to serve the farm equipment dealer on all concerns in developing and promoting better relations throughout the industry.

OBJECTIVES

- To provide Dealers with:
 - management assistance
 - information on and explanations of legislation
 - group purchase arrangements to promote technical training

ACTIVITIES

- Dealer Management Services.
- Reviews proposed legislation, advises government commissions, and interprets legislation to members.
- Produce and provide business supplies.
- Group health insurance plan.
- Publish a bi-monthly newsletter and several specialist booklets.

STRUCTURE

- Equipment dealer members elect a Board of Directors to direct the organization.
- Services are managed by paid staff, directed by an Executive Vice-President.

Suite G, 3801 - 22 Street NE
Calgary, Alberta T2E 6T5
Ph: 250-7581

WESTERN CANADIAN WHEAT GROWER'S ASSOCIATION

DATA SHEET EIGHT

PURPOSE

An association that interest themselves in all matters related to the wheat growers of Western Canada.



OBJECTIVES

- To provide a forum whereby, wheat growers can promote their interests in the production, handling and marketing of wheat.

ACTIVITIES

- A monthly newsletter and a quarterly magazine distributed to members, industry representatives and government officials.
- Conduct research on issues affecting members.
- Make representations to government and industry officials on behalf of members.

STRUCTURE

- A Board of Directors made up of 18 elected producers. There are fourteen directors: four are from Alberta, four from Manitoba, with the balance coming from Saskatchewan. There is also an Advisory Board made up of 50 or more producers which the directors consult on an regular basis.

#201, 4401 Albert Street
Regina, Saskatchewan S4S 6B6
Ph: (306) 586-5866

CHRISTIAN FARMERS FEDERATION OF ALBERTA

DATA SHEET NINE



PURPOSE

An association concerned with agriculture and food issues. They work to encourage development of Canadian agricultural practice and policies which are responsible in a global context, based on biblical principles of justice, stewardship and compassion.

OBJECTIVES

CFFA advocates:

- To promote and apply Christian, biblical principles for agriculture.
- To educate the members regarding their privileges and responsibilities as Christians involved in food and agricultural concerns.
- To present a Christian response in agriculture to other farmers' organizations, to governments, commissions and boards and to the public.
- To promote justice for food producers, consumers and intermediate enterprises.

ACTIVITIES

- Participates in public hearings and forums.
- Lobbies government and opposition representatives.
- Publishes a newsletter and a magazine.
- Annual convention and summer field day.

STRUCTURE

- Voluntary association of people.
- 8 local associations.
- Provincial Board of Directors elected by general membership at annual convention.
- Four paid staff in provincial headquarters.

10766 - 97 Street
Edmonton, Alberta T5H 2M1
Ph: 428-6981 or 421-8382



PURPOSE

Designed to assist the financial needs of
Alberta farmers and agribusinesses.

OBJECTIVES

- To establish and maintain viable family farms.
- Increase the processing of agricultural commodities within the province.
- Improve the quality of life in rural Alberta.
- Make rural centres more viable.

ACTIVITIES

- Provide loans or loan guarantees to beginning farmers, to established farmers and to agribusiness.
- Financial counselling services are also provided to clients.

STRUCTURE

- Crown corporation.
- There is a nine member Board of Directors from across the province.
- Six regional offices plus loan officers in most agriculture districts.

4910 - 52 Street
Bag 5000
Camrose, Alberta T4V 4E8
Ph: 679-1311
Fax: 679-1308



PURPOSE

The Canadian Agri-Marketing Association (Alberta) is an organization designed to serve the interests of all individuals involved in the marketing of products and/or services, both to and from the Canadian farmer.

OBJECTIVES

- To promote the highest professional standards of agricultural marketing;
- To provide a means through which agricultural marketers may assist each other in areas of mutual interest;
- To encourage the study and better understanding of marketing as it applies to the agricultural production chain;
- To promote interest in agricultural marketing as a career.

ACTIVITIES

- Provides members with a medium of exchange for information, education and ideas.
- Monthly magazine and newsletter.
- Marketing seminars.
- National competition to recognize outstanding advertising and communications directed to agriculture (Best of CAMA).

STRUCTURE

- Membership is open to any person engaged in any phase of marketing in the field of agriculture.
- An executive committee is elected by the membership.
- Programmes are supervised by an Executive Director.

502 - 239 Eighth Avenue S.W.
Calgary, Alberta T2P 1B9
Ph: 266-0995

PURPOSE

The general responsibility of the Commission is to promote the interests of cattle producers in Alberta.



OBJECTIVES

- To maintain a competitive and viable cattle industry in Alberta.
- To improve all aspects of marketing.
- To provide information regarding beef products and the cattle industry to the public.
- To strengthen cooperation among beef producers.
- To advise governments on matters concerning the cattle industry.

ACTIVITIES

- Lobbying the government.
- Publish a bi-monthly magazine.
- Market information.
- Promotional activities.
- Market development and new product development assistance.
- Funding to research.
- Organizing seminars.

STRUCTURE

- All cattle producers pay a check-off fee to ACC for each animal sold.
- Each producer is automatically a voting member.
- Nine zones each elect ten delegates; these choose a zone director.
- Directors serve on an extensive set of committees.
- Services are managed by a paid staff.

#241, 2116 - 27 Avenue NE
Calgary, Alberta T2E 7A6
Ph: 291-4800

DATA SHEET THIRTEEN

RURAL ISSUE CARDS



A proposal that the full cost of shipping farm grain products be paid by the producers.

A proposal by the Government of Canada to institute a value added tax on all goods and services exchanged in the country.

A request by the nationwide railways for permission to close unprofitable branch lines to rural communities.

A proposal that governments make loans or loan guarantees available to food processing or farm equipment manufacturing plants that locate in rural centres.

An attempt by an Alberta businessman to start small railways that will haul grain only from rural elevators to national main lines in Edmonton and Calgary.

DATA SHEET 13

RURAL ISSUE CARDS (cont'd.)



A proposal that all provincial constituencies be within 10% of equal population.

Attempts to export beef cattle breeding stock and embryo transplant technology to countries of the Pacific Rim.

Development of a food processing research institute to assist with the scientific and market development of improved food products.

Calls from a city-based citizen's action group for an end to all confinement-raising of animals used for human food.

A proposal that agriculture be made a compulsory course for graduation from high school.

ACTIVITY 6



Interdependence Comes Home

Objectives:

Students investigate how the interdependence of nations affects them directly.

Curriculum Fit:

Social Studies 20

Topic B: Interdependence
in the Twentieth
Century

Theme I: Global Diversity

Social Studies Concepts:

Nations are interdependent;
examples from trade, markets.

Agriculture Concepts:

Economic Importance

Cognitive Level:

Synthesis

Materials Required:

Included

Time Required:

90 minutes to develop surveys

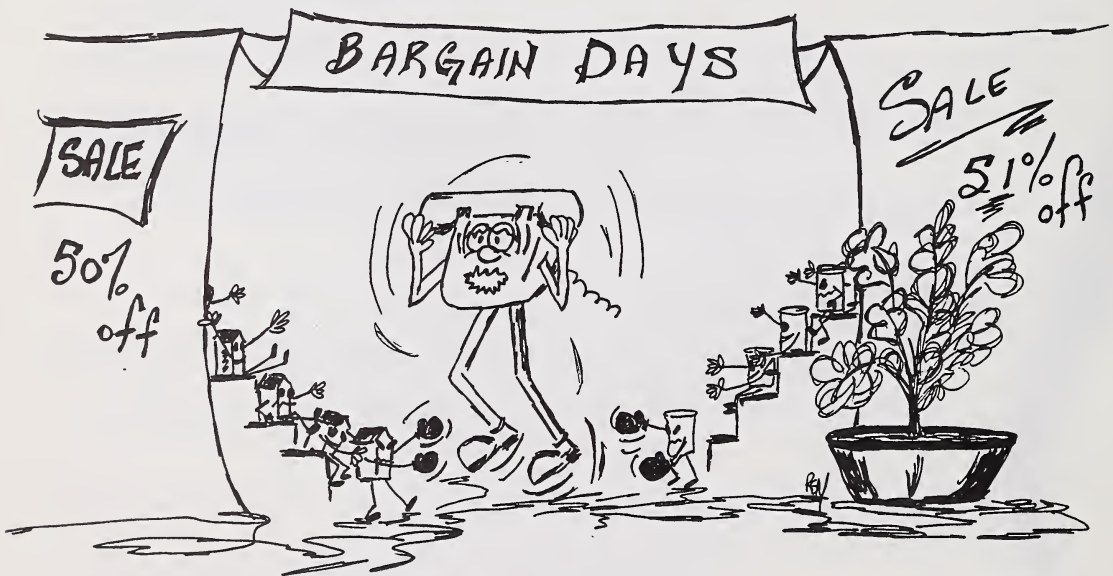
60 - 90 minutes to analyse
results



BACKGROUND - For the Teacher

Conducting public surveys and interpreting the results are important skills for a student of the social sciences. The preparation and interpretation of surveys demand careful attention to the precise use of language.

In this activity your students are asked to develop surveys that will investigate how the interdependence of nations affects individuals in their own community. They will conduct surveys of fellow students, store owners or managers, mall managers (if stores are located in a mall), and customers (if necessary). They will then use the results to answer the question, "How do agriculture export sales affect people I know?"



PROCEDURE

Part 1

Preparation:

1. Photocopy the data sheets so that you can have one for every four students.

Part 2

Introduction: (Day 1)

2. Explain to the class that
 - a. they will be considering how international trade affects their prosperity and that of people they know, and
 - b. they will be doing this by conducting some public surveys.

Part 3

Activity:

3. Divide the class into task groups of four.
4. Give each group a copy of Data Sheet One, and briefly survey with them the various questionnaire formats they have available.
5. Distribute copies of Data Sheet Two to each group and ask the groups to choose a format and develop a preliminary questionnaire in 10 minutes.
6. Have each group describe the format and questions of their questionnaire. Ask the groups to vote on a preferred format and combine their group questions into a single class questionnaire. (Allow another 10 minutes.)
7. Repeat steps 5 and 6 with Data Sheets Three, Four and Five.

8. Once the four questionnaires have been established, have students decide on an orderly way to administering the surveys. They need not do a set of surveys for each group as all survey information should be combined and made available to everyone.

(Outside of class)

9. Have students conduct surveys as decided in Step 8. Students conducting each survey should combine their results to produce a composite picture of their subject group.

(Day 2)

10. Have students rejoin their original task groups. Each group should consider the survey results in order to determine:
 - a. What percent of students have part time jobs? How many are part of the extended agriculture industry? How many work in retail businesses?
 - b. What percent of businesses depend on agricultural customers? How do they notice changes in farm income? How do businesses respond to changes in farm income? Allow 30 minutes for this task.

Part 4

Conclusion:

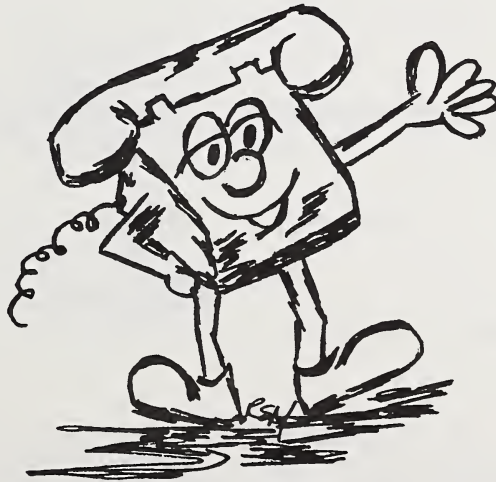
11. Lead a class discussion of the question, "How do agricultural export sales affect the lives of people I know?"

DISCUSSION QUESTIONS

1. How difficult is it to word a questionnaire so that it doesn't bias its own answers?
2. How do professional polling organizers prepare their questions?
3. What value do public surveys have?
4. How far-reaching is the effect of farm income in contemporary Alberta?

RELATED ACTIVITIES

1. Conduct a library-research project on the subject of farm income and its importance to Alberta and Canada.
2. Invite an economist to speak to the class about how resource income circulates through a local economy.



DATA SHEET ONE



SOME FORMATS FOR SURVEY QUESTIONNAIRES

Extended Answer Format

Respondents phrase the answer to each question themselves. The format allows the clearest explanation of respondent beliefs, but many people will not take time to complete it and the answers are difficult to classify.

Yes/No Format

All questions are worded to allow respondents to answer yes or no. Sometimes a "don't know" or "no answer" option is also available. Answers are pre-classified and therefore easy to total, but the writer must be careful not to allow phrasing to lead respondents to one particular answer.

Force Choice

Items are phrased as statements and respondents choose from a range of responses: Two typical ranges are:

strongly agree	agree	neutral	disagree	strongly disagree
strongly approve	approve	neutral	disapprove	strongly disapprove

This format is most widely used in seeking opinions rather than descriptive information. Writers must again carefully avoid wording that favors one choice over others.

DATA SHEET TWO



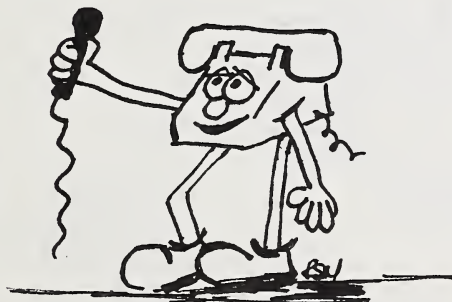
TOPICS FOR SURVEYING STUDENTS

Proportion holding
part-time jobs

Direct involvement with
agriculture, i.e. plant,
animal or food production,
processing and marketing

Kinds of jobs held

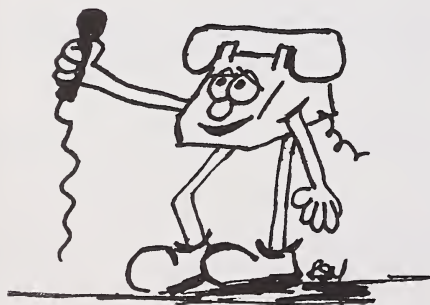
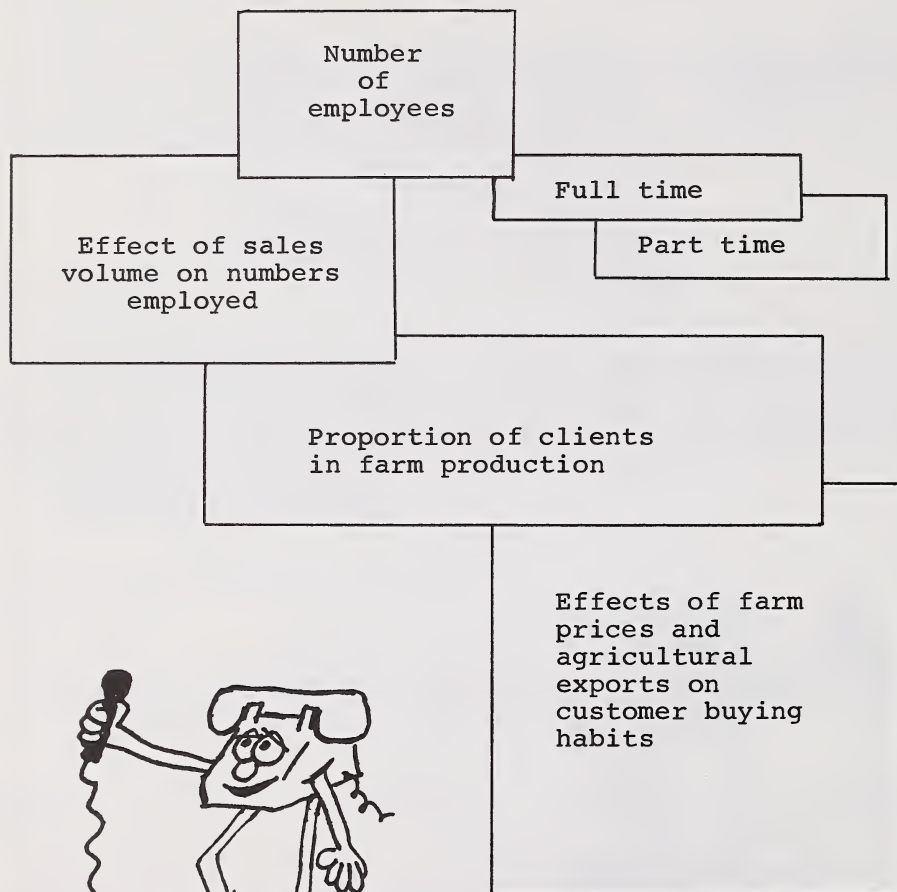
Proportion employed,
in retail businesses



DATA SHEET THREE



TOPICS FOR SURVEYING BUSINESS OWNERS



DATA SHEET FOUR



TOPICS FOR SURVEYING MALL MANAGERS

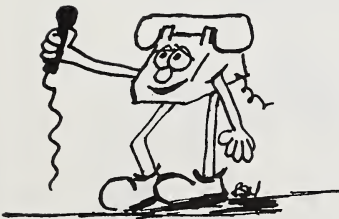
Nature of target
customers

Effect of
farm incomes
on mall
activity

Mix of businesses
in the mall

May you interview
store owners or
managers?

May you interview
shoppers?



DATA SHEET FIVE



TOPICS FOR SURVEYING CUSTOMERS

Direct involvement
in any phase of
agriculture

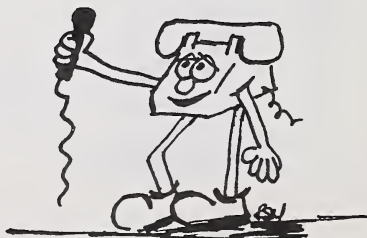
Depend on
farm families
as customers

Factors that affect
buying behavior

First things not bought
if family income reduced

First purchases if
income suddenly
increased

Known impacts
of farm prices
and agricultural
exports on
family income





SOME THINGS ABOUT MALLS

A store operating on a public street must do all the work of attracting customers, knowing what to stock and providing goods to the customer. When a store is located in a mall, the store manager and the mall management divide areas of responsibility.

STORE: Sells goods to customers.
 Maintains level of appearance of own store.

MALL: Analyses market demand and probably
 customer profiles.
 Attracts people to mall.
 Ensures all stores meet uniform appearance
 and functional standard.
 Controls and maintains the common areas.

If you're going to look at businesses in a mall, contact the mall manager first.

1. They will know things about the customers and businesses there that the store managers may not.
2. You need their permission to interview store managers and customers.



ACTIVITY 7



Factors At Work; Proceed With Care

Objectives:

Students consider how economic development factors affect attempts to diversify the Alberta economy.

Curriculum Fit:

Social Studies 20

Topic B: Interdependence
in the Twentieth
Century

Theme II: Economic Development
and Interdependence

Social Studies Concepts:

There are factors that affect development.
Countries approach economic expansion in different ways.

Agriculture Concepts:

Production, Processing and
Distribution System

Cognitive Level:

Synthesis, Evaluation

Materials Required:

Included

Time Required:

One class period for analysis.
One period for presentation.



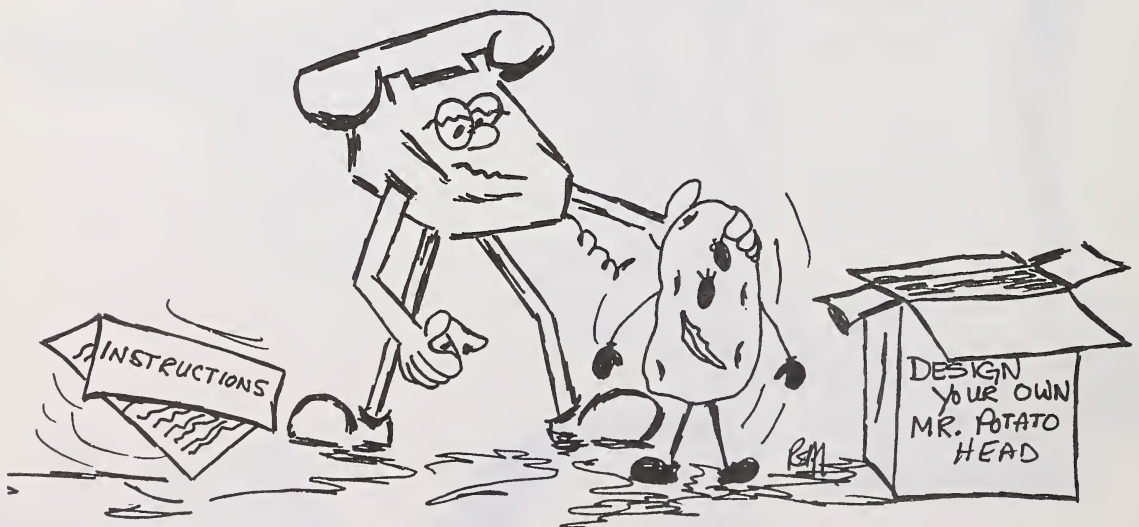
BACKGROUND - For the Teacher

It has been a continuous policy of the Government of Alberta to diversify the provincial economy. This policy has grown out of recognition that an economy dependent on primary resource development is vulnerable to disruption by resource exhaustion, cheaper sources in other places or new technology using different resources. The narrower the range of resources available, the more vulnerable an economy is to these outside factors.

Economic diversification of a resource exporting economy involves many activities. Increasing local processing of resources, local manufacture of production equipment, invention of new processes and export of processes and technology are all significant aspects of this process.

In this activity students are asked to evaluate scenarios for diversification and development in the agriculture sector of the Alberta economy. They base their evaluation on eight factors identified in the Social Studies 20 program of studies as significant influences on development. They must decide whether each factor favors or interferes with the goal of the scenario, and suggest ways to compensate for or reverse negative factors.

As a result of their work on this lesson students should be better able to evaluate the role of development factors in a wide variety of economic expansion efforts made around the world.



PROCEDURE

Part 1

Preparation:

1. Prepare copies of the task sheets. Each working group will need one copy for each proposal they evaluate.
2. Photocopy the list of proposals and cut them apart so students can select one by lottery.

Part 2

Introduction: (Day 1)

3. Describe the development factors listed in the program of studies (geography, capital, resources, technology, culture, markets, politics, decision-making), and ask for examples of how each can affect economic development.
4. Explain that students will be considering economic development proposals using Alberta agricultural products, and will evaluate the proposals' chances of success based on the eight criteria described.
5. Divide the class into working groups of four or five.

Part 3

Activity:

6. Distribute a copy of the two task sheets to each working group.
7. Have one member of each group choose a proposal.
8. Ask students to discuss how each development factor improves or hampers the chances of the proposal succeeding.

9. Have students indicate the balance of factors by placing the labelled box for each factor on Task Sheet One in the appropriate place on Task Sheet Two.

10. For each negative factor, ask students to look for ways of minimizing this effect or converting it to a positive.

(Day 2)

11. Have each group present its proposal evaluation, including ways to improve chances of success.

Part 4

Conclusion:

12. Lead students in a discussion of the relative importance of the eight factors and of how they are likely to affect economic development efforts in the third world.

DISCUSSION QUESTIONS

1. Can the eight factors be ranked in order of importance to a proposal?
2. Are the factor rankings consistent for all proposals?
3. Did any group, or can anyone, identify other factors that might favor or limit economic development proposals?

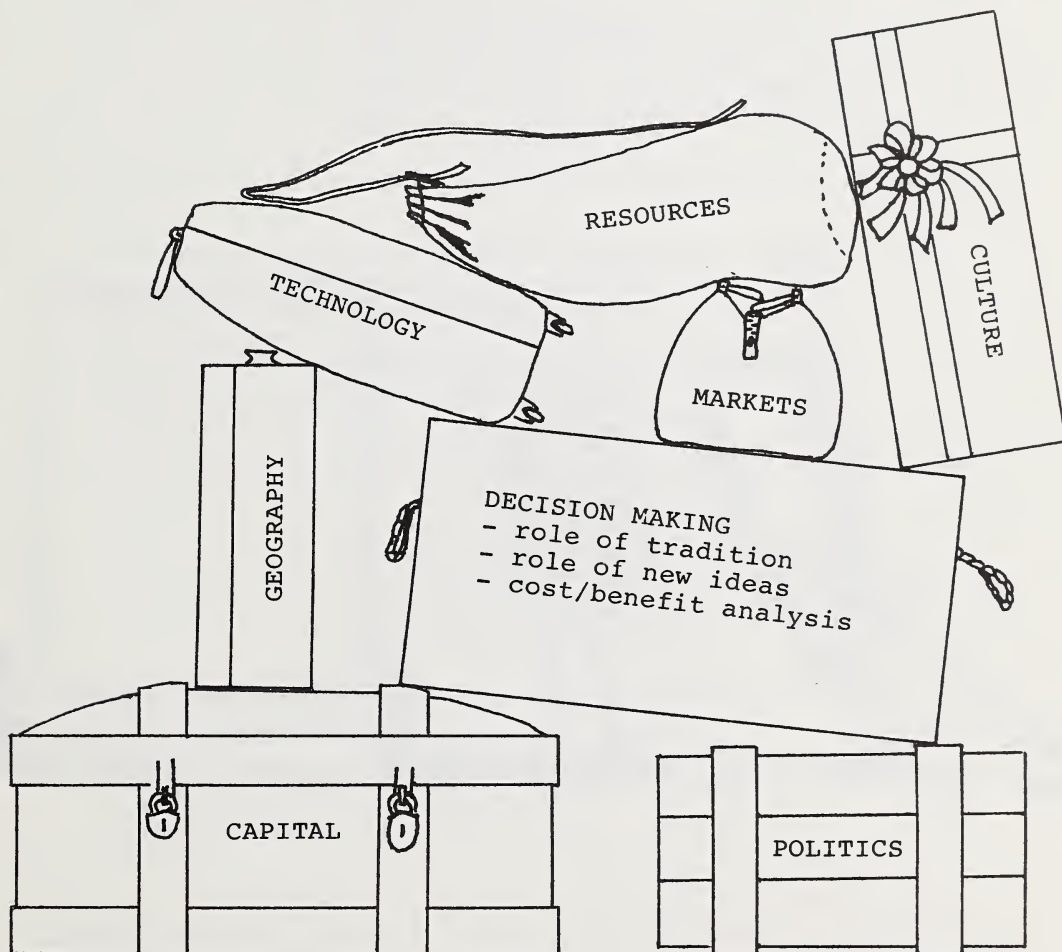
RELATED ACTIVITIES

1. Identify economic development proposals in the newspaper. Decide which factors are likely problems to the development and which ones are being used to compensate.



TASK SHEET ONE

FACTORS AFFECTING DEVELOPMENT

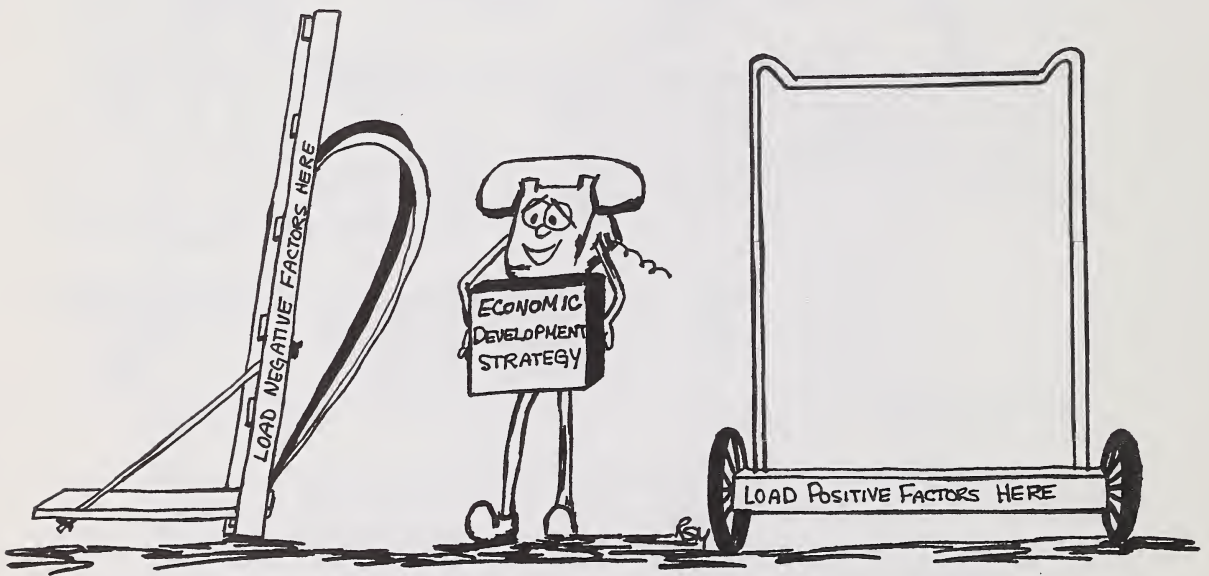


All economic development strategies must carry this baggage.

TASK SHEET TWO



APPLYING THE FACTORS TO THIS CASE



Some bits of baggage are more easily carried than others.



DATA SHEET ONE DEVELOPMENT PROPOSALS

Establish an industry to process grain into breakfast cereal in Alberta so that the cereal can be exported rather than the grain exported and the cereal imported.

Develop a market for Alberta cheese in Japan. NOTE: Japan has a large population and great buying power, but there is no domestic cheese industry and the per capita consumption of cheese is very low or even zero.

Establish a factory that will use waste straw to make a particle board able to compete with existing wood-based particle boards.

Develop the technology for making biodegradable plastics out of cellulose and starch from crop wastes.

Develop a game meat industry based on ranch-raised elk, moose and deer. Market the meat in Canada, the United States and Europe.

DATA SHEET TWO DEVELOPMENT PROPOSALS



Develop a livestock reproduction technology industry able to provide artificial insemination, embryo transplant and genetic engineering services to the entire world.

Establish a food and agricultural research information clearing house that gathers information from throughout the world and transmits it anywhere in North America.

Convince a farm equipment manufacturer to build a tractor factory in an Alberta city with a population of 10,000 to 60,000.

Establish a greenhouse industry that will produce enough vegetables to replace imports from California and Mexico.

Develop an orchard industry and a line of products based on the native saskatoon berry.

ACTIVITY 8



Hah! How Do You Like That, Then?

Objectives:

Students consider character profiles of people living in or affecting a rural community and analyse how several events affect the quality of their life.

Curriculum Fit:

Social Studies 20
Topic B: Interdependence in the Twentieth Century
Theme III: Quality of Life

Social Studies Concepts:

Quality of life is composed of a variety of factors.

Quality of life is defined from different perspectives.

Agriculture Concepts:

Diversity

Cognitive Level:

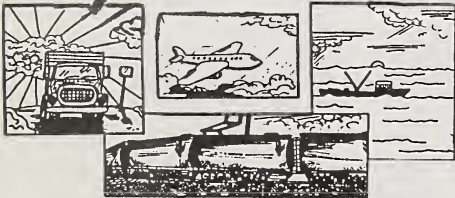
Evaluation

Materials Required:

Included

Time Required:

Two hours



BACKGROUND - For the Teacher

Within the broad range of what is commonly thought of as a western (i.e. occidental or European) view there are many different perspectives on quality of life. Rural perspectives differ from urban ones; business owner's perspectives differ from those of employees; owners of producer businesses, supplier businesses, processing businesses and service businesses all have different perspectives on what influences the quality of their life. The agriculture sector is diverse enough to reveal several of these.

It is important to realize in approaching this lesson that rural communities are diverse places in which there are competing and even conflicting interests. Farmers and their adult children have the same differences as teachers and theirs; farm producer goals conflict with food processor interests as much as teacher associations conflict with school districts. Furthermore, rural people have the same feelings that their future should be better than their present and that their real life is less than their ideal of life that are common in urban populations.

In this activity your students are introduced to a rural community and many of the people in it. They then observe and role play how various events affect the quality of life enjoyed by each person.

The issues of suburbanization, changing land use and loss of major economic generators through centralization have faced many towns in Alberta. Each of these events dramatically changes the town it affects.

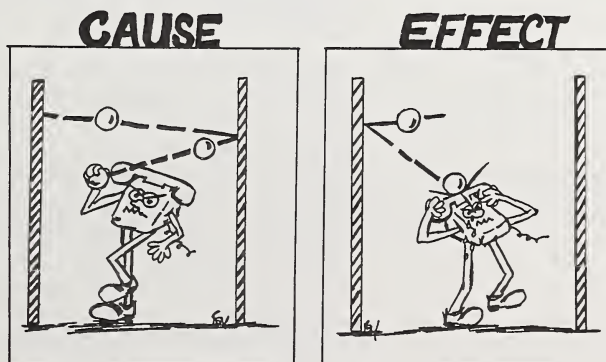
Many small or former towns have experienced the closing grain elevators or even entire railway branch lines. From a corporate perspective these decisions mean simply imposing reality onto an outdated system. Most rural railroad towns began when steam engines needed water and coal every 10 miles, and when cars and country roads made a 10 mile drive a one hour trip. Since all of these transportation systems are now much more efficient, it makes corporate sense to take on grain or freight at larger stations that are further apart. Seen from the small town or farm perspective, however, these decisions are harmful and may be devastating: they mean lost business, increased transport costs, declining population and lost services.

Intensifying farming operations frequently caused friction between town residents and adjacent farmers. A feedlot or a confinement hog operation costs and generates much more money than does a mixed farm. Therefore such a change may benefit a producer and all those he or she does business with. However, either of these operations produces manure handling and smell problems that affects all of its neighbors. When a town tries to deal with this problem two facts are quickly revealed:

- 1) A village, town or city can control land use within its boundaries only. Rural land use is the responsibility of a county, municipal district or improvement district council that is independent of the town council.
- 2) Intensive livestock raising, grain production and vegetable gardening are all agricultural land uses, and a landowner can switch from one to another without zoning difficulties.

All of the large and medium cities in Alberta have affected the towns around them. Edmonton and Calgary each draw commuters from towns more than 80 kilometers away. Morinville, Spruce Grove, Beaumont, Blackfalds, Airdrie, Cochrane, Okotoks, Coaldale and Redcliff all illustrate steps in the transition from farm service centre to commuter suburb. When it begins, this change is nearly always welcomed by the affected community. As the process advances the town is completely transformed, and it may become an urban satellite without anyone ever realizing what has happened.

Through this experience your students should come to understand how community relationships in rural centers are affected by the changes that are showcased. They should see that each change affects the community members differently, so that different people benefit or lose in each case.



PROCEDURE

Part 1

Preparation:

1. Photocopy and cut apart the character profiles so that students can select one.
2. Make handout copies or overhead transparencies of the maps - Data Sheet 8-7 and 8-8.

Part 2

Introduction:

3. Read the starting conditions of the exercise to your students.
4. Explain that each student will be choosing a character profile of someone in or affecting the community, and that they will have to
 - a. determine their character's life style in the community, and
 - b. react to some proposed changes in the community in terms of the direct effect on their quality of life.

Part 3

Activity:

5. Have each student select a character by lottery.
6. Allow the students five minutes to write down a description of their lifestyle under the community's initial conditions.
7. Read out Case One from the Teacher's Information Sheet.
8. Have each student describe orally how their quality of life will be affected by this change. You may need to provide some leading questions. Allow students several rounds of response in case someone's idea stimulates new responses in others.

9. Repeat steps 7 and 8 with Case Two and Case Three.

Part 4

Conclusion:

10. Ask the class as a whole to determine how many definitions of quality of life there were in the community. Are there clusters of definitions that include several similar people?

DISCUSSION QUESTIONS

1. In Case One, what is the most likely result of the corporate view of quality of life conflicts with the rural family farm view?
2. In Case Two, since Smith's farm lies outside of town, and since their more intense operation is still classed as farming, how can the town residents respond to the changed circumstances?
3. In Case Three, how much difference do you think it makes to the subdivision approval that the county offices are in Second City rather than Farmtown?

RELATED ACTIVITIES

1. Survey local newspapers for a week, looking for articles that reflect conflicting views of quality of life.
2. Ask each student to list the ten most important determinants of their quality of life. Analyse the results for frequency of occurrence.



DATA SHEET ONE - STARTING POINT

Farmtown is located in the County of Barleymow, and has a population of 650. It serves a farming area of about 100 square miles (256 sq. km). Farming is generally a mixture of grain or canola growing and beef raising.

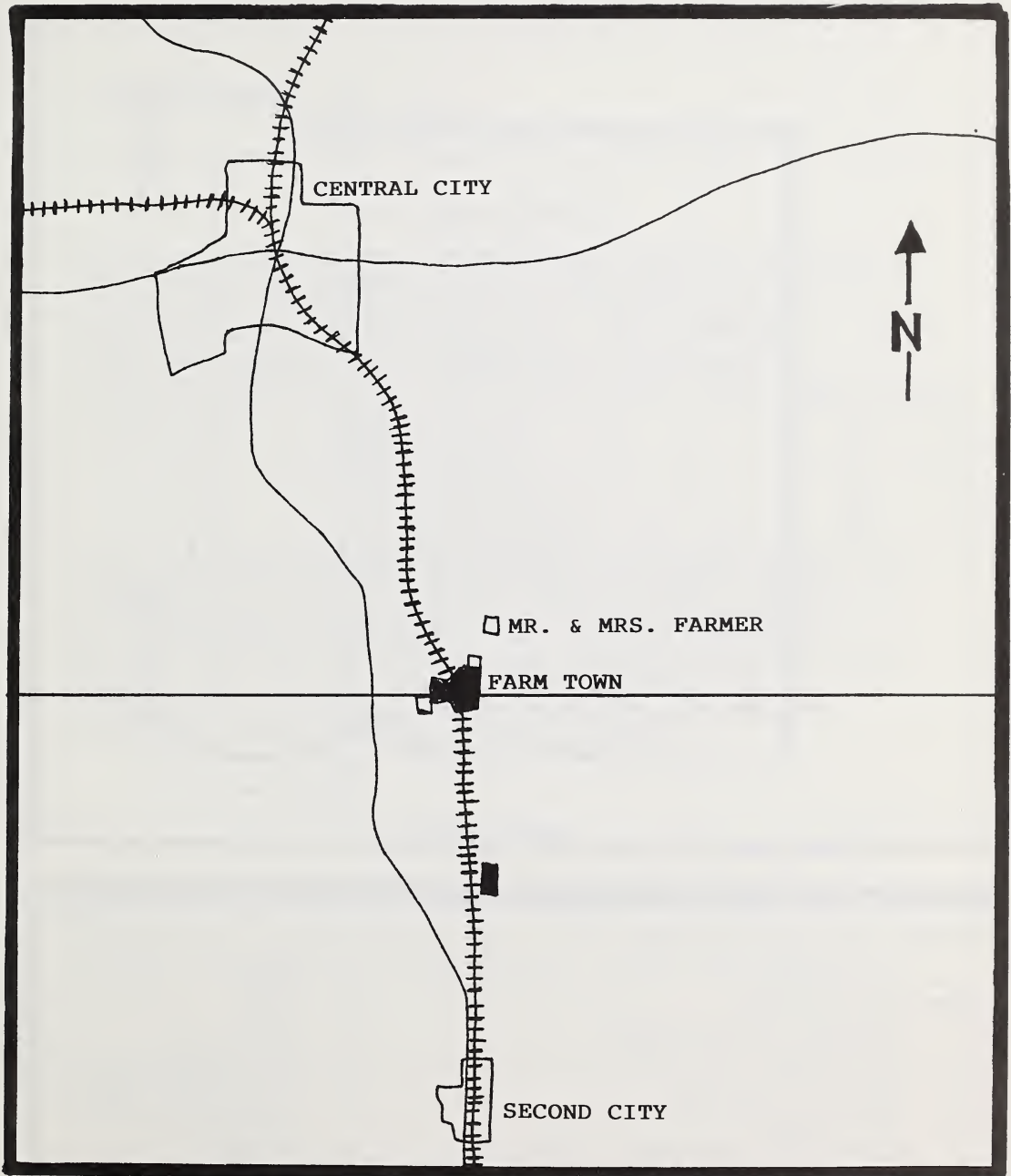
The surrounding county has its offices in Second City, about 60 km south of Farmtown. Development and zoning outside of the town limits are controlled by the county council.

Farmtown is on the Central City - Second City Rail Line, about 90 km south of Central City. Several other towns also sit along this line, but Farmtown is the only one with an operating grain elevator. Over the past 15 years elevators in neighboring towns have been closed as highways were upgraded and truck transport became more convenient.

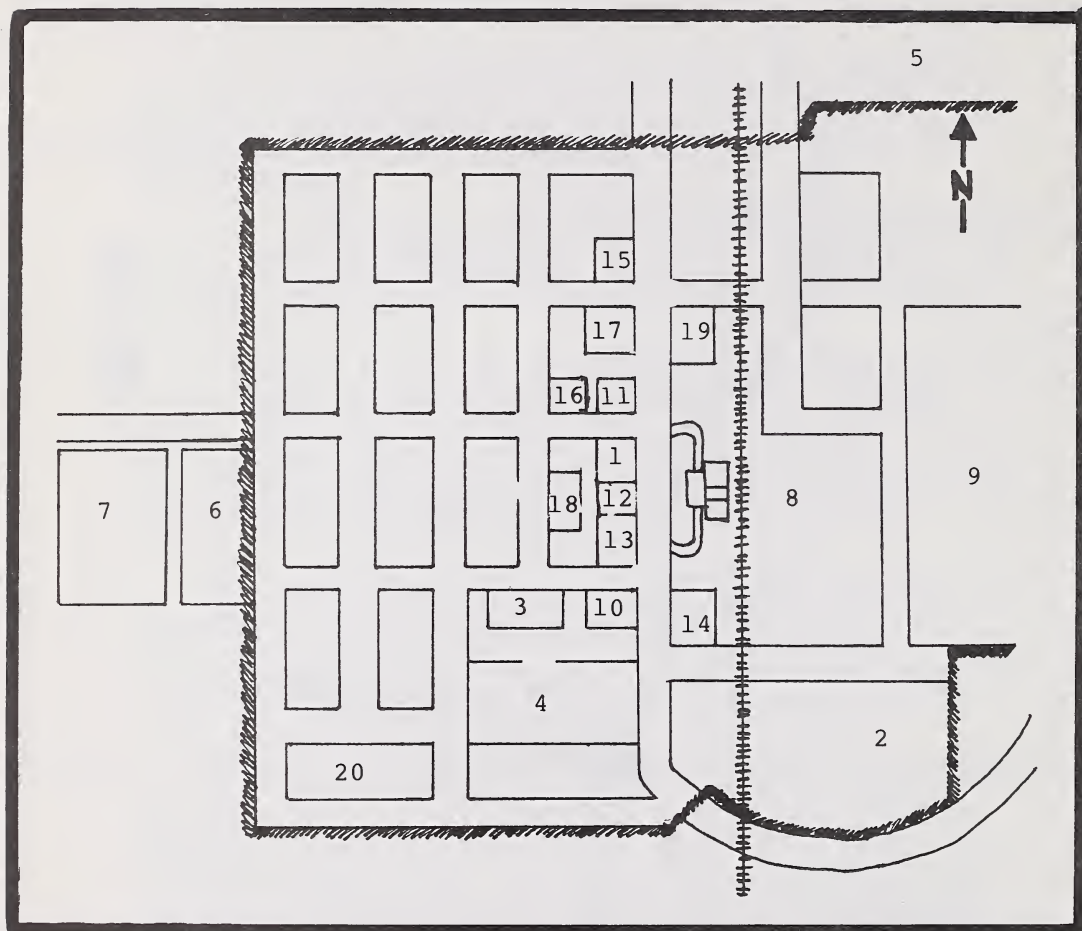
The first homesteads in the Farmtown area were let in 1902. A store and a hotel were built on what is now Rail Street in 1907 when the Central City to South City rail line was being built. These establishments led to the building of a railroad stations; cattle buying station and a blacksmith's shop nearby.

In 1950, Farmtown had grown to a population of 40 and was one of five towns on the rail line between Central City and Second City. Between then and 1960 Farmtown grew to 475 while the towns on either side shrank to about 200. In 1975 Farmtown's population was 600; the next town south still had 85 residents, while the town immediately north had 70. The towns closest to Central City and Second City have grown steadily, but now do no farm oriented business.

DATA SHEET TWO - LOCATION



DATA SHEET THREE - FARMTOWN PLAN



LEGEND

++++	Railroad	11	Bank
----	Town Limits	12	Cafe
1	Pastures Dept. Store	13	Hotel
2	Local Farm Equipment	14	Feed Mill
3	Town Hall	15	Car Dealership
4	School & Grounds	16	Insurance Dealer
5	Smith Farm	17	Fuel Dealership
6	Creekside Developers Land	18	Co-op
7	McGuffin's Egg Farm	19	Trucking Business
8	Worldwide Grain Trades Elevator	20	Hospital
9	Fair Grounds & Recreation Centre		
10	Post Office		



PROFILES

Bob & Joan Farmer

The Farmer family live 10 kilometers north of Farmtown on a gravelled secondary road. They raise grain as a primary crop and sell it at the Farmtown elevator. They buy most of their groceries, fuel, hardware supplies, work clothes and childrens' clothes in Farmtown. They usually buy their dress clothes in Central City.

David Pasture

David is owner-manager of Pastures Department Store in Farmtown. Pastures carries general merchandise for a rural market: men's workwear, women's wear, children's wear, hardware, housewares, some toys and sporting goods, and some furniture. His clientele includes the town residents and farms to about an 18 km radius. Pastures is a family business which David took over from his father, who founded it in 1935.

Linda Brown

Linda is a branch manager of the bank in Farmtown. The branch provides all normal banking services to Farmtown and surrounding area. Most deposits are from farmers' payments for sold grain. Linda has been in Farmtown for two years and is due to be transferred.

PROFILES



Bill Anderson

Bill is the manager of the Worldwide Grain Traders elevator in Farmtown. He grades and buys grain from producers, and sells fertilizers, pesticides and some application hardware. He is expecting to be promoted to a larger elevator complex in Second City.

Susan St. James

Susan is an area manager for Worldwide Grain Traders. She has been told to make the Central City - Second City section of her area more efficient, and has concluded that closing the last remaining elevator between those two cities is the most effective way to do this. Susan lives and works in Central City and has B.Sc (Ag) and M.B.A. degrees.

Anthony Vandyke

Anthony is mayor of Farmtown. He was born in Farmtown, and the family has been there since his great grandfather arrived to homestead in 1903. He also owns a trucking company that hauls general goods from Central City or Second City, and also includes two stock liners for transporting livestock. He is serving his third term as mayor.

PROFILES



Andy & Mary McGuffin

Andy operates an egg farm one half mile west of the town boundaries. He keeps 25,000 laying hens in confinement batteries, and ships eggs daily. Mary is business manager of McGuffin Eggs Ltd., and an elected member of the Barleymow County Council. Both are active in a "Right to Farm" lobby group.

John, Rachel and Sonny Smith

The Smiths own and operate Family Farms Ltd. on the northern boundary of Farmtown, east of the railroad. John and Rachel have farmed there for thirty-five years; Sonny was born there, but has just returned from four years at the Faculty of Agriculture, Central City University. Sonny has convinced his parents that their farm is too small (one quarter section) for general farming but can easily support a feedlot operation big enough to be profitable.

Charles Leger

Charles manages the bulk fuel dealership in Farmtown. He sells gasoline, diesel fuel, motor oil and lubricating grease to most of the farmers and transport businesses within 30 km of town. He also owns a service station with four retail gas pumps, diesel and propane.

PROFILES



Robert Leger

Robert owns a feed mill and feed supply store. He and his brother Charles began their businesses when they sold their parent's farm in 1975. Robert is married to Rachel and they have two children.

Rachel (Smith) Leger

Rachel Leger works three half-days a week as a teacher's aide at the Farmtown School. She also serves as a Director on the Farmtown Hospital Board, and is Crafts Committee Chairman for the Farmtown Exhibition Association.

Karl Hartz

Karl works as a commission salesman at Farmtown Automotive. He is one of six salesmen there, and deals in new and used cars and trucks. His clientele includes both townspeople and farmers. He has lived in Farmtown since his parents moved there in 1960. He is married and has three children.

PROFILES



Terry & Val Green

The Green's own and operate the Alberta Hotel in Farmtown. The hotel has 18 rooms, a tavern and a cafe. They also have a small pizza shop at the far end of Rail Street. Terry was born in Farmtown; Val is from Second City and met Terry while they were students at Second City Regional College. They have no children.

Jack Smith

Jack is president of Smith General Insurance Agency. He has lived in Farmtown for 8 years. He was assigned here as an insurance salesman by a company in Central City, and opened his own agency 3 years later. Jack is not related to any of the other Smith's in Farmtown.

Daisy Clover

Daisy is president of Clover Realty. She employs three salespersons and handles residential, commercial and farm real estate sales in the Farmtown area. In 1975 she arranged for Creekside Developers Ltd. to purchase the Leger farm. They have been renting out the land to an area farmer.



TEACHER RESOURCE SHEET ONE

CASE ONE

Worldwide Grain Traders announces, from its regional office in Central City, that it will close its grain elevator in Farmtown on July 30 of this year. From then onward it will accept delivery from farmers at major new elevators in Central City and Second City.

CASE TWO

John, Rachel and Sonny Smith, owners of Family Farm Ltd., decide that they are going to change their farming operation. Their 160 acres is not large enough to support them in mixed farming so they and a partner are converting to a feedlot beef operation with a target of 5,000 feeder steers by December 31.

CASE THREE

Creekside Development Co. Ltd. announces that it has permission from the County of Barleymow to subdivide its land into 100 three to five acre parcels for sale as country residential homes. Sales will begin in June of this year, and development should be complete in 24 months.

ACTIVITY 9



Possible Food Futures

Objectives:

Students will identify food issues of global concern, international mechanisms that exist to address these, and potential solutions to these global concerns. They will produce brief, multi-media presentations on an issue.

Curriculum Fit:

Social Studies 20

Topic B: Interdependence
in the Twentieth
Century

Theme IV: Alternative
Futures:
Possibilities
for Change

Social Studies Concepts:

There are food production and distribution issues of common global concern. Solutions to global concerns often require international dialogue. There are potential solutions to global concerns.

Agriculture Concepts:

Diversity
Capital and Technology
Intensity

Cognitive Level:

Synthesis

Materials Required:

Newspapers or newsmagazines

Time Required:

Two class periods, one week
apart

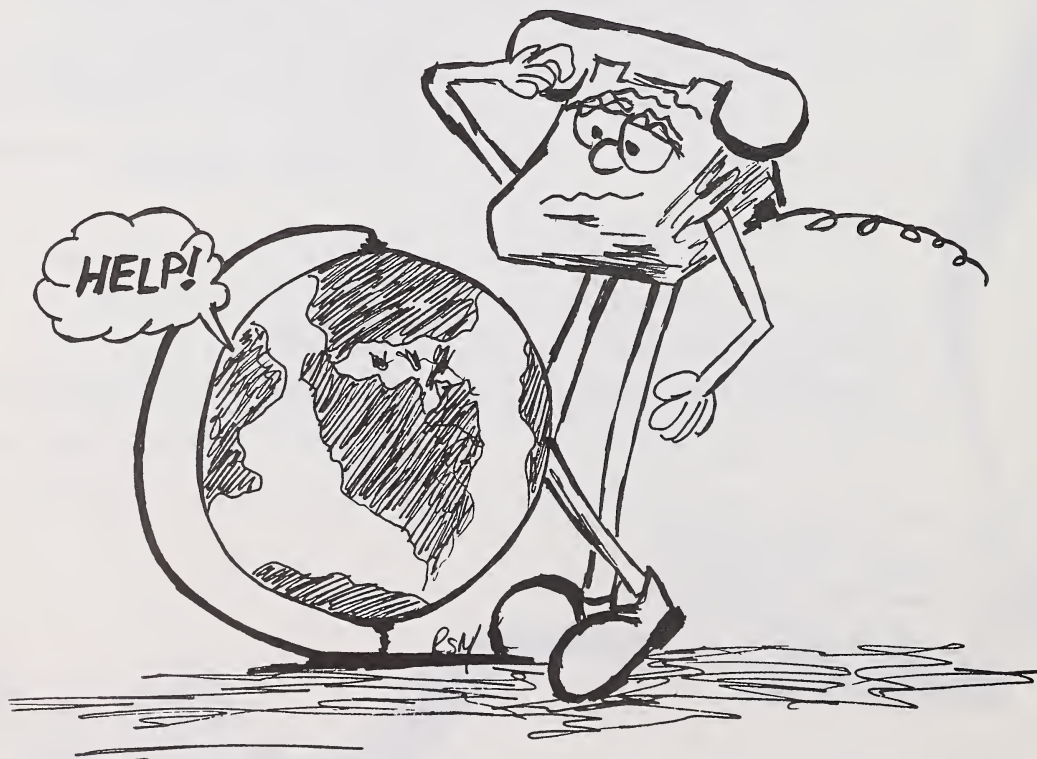


BACKGROUND - For the Teacher

Many of the issues of major global concern involve food: famine, trade wars, food distribution, energy use, international grazing disputes and so on. Most issues that have existed for any significant time are addressed by government, United Nations or non-governmental organizations.

In this activity your students are asked for two things. In phase one, they gather news stories, magazine articles and broadcast information on as many of these issues as they can. In phase two, they select a topic and develop a short (5 to 10 minute) multi-media presentation on it for presentation to the class.

Through this two-step process your students should improve both their research skills and their ability to make interesting and involving presentations. They should also become more aware of what information sources surround them and what major issues are occurring in the world.



PROCEDURE

Part 1

Preparation:

1. Decide how long students will have for information gathering and note that in the space on Task Sheet One. Choose a presentation date and fill in the appropriate space on Task Sheet Two.
2. You will need one copy of Task Sheet One for each student and one copy of Task Sheet Two for every 3 or 4 students. Two or three copies of the data sheets should suffice to show students examples of what to collect.

Part 2

Introduction:

3. With about 15 minutes left in a class, distribute Task Sheet One to the students.
4. Set out copies of the data sheets at two or three locations.
5. Survey the class on what newspapers and magazines they have access to at home. Suggest resources they might use from the school or public library, and radio or television programs they might find relevant.

Part 3

Activity: (Day 1)

6. Using the chalkboard, and acting as recorder, have the students contribute the issues, agencies and proposals they have identified.
7. As you record each item, determine how many people found it during their investigations.

8. Once all contributions have been recorded, have students choose a topic for further work and form groups of three to work on their choice. (Allow only one group per topic; first to organize being first to choose.)
9. As soon as the groups are established and topics chosen (allow 15 minutes for this), distribute Task Sheet Two to the groups. Make certain that students know when presentation day is.

ONE WEEK SLIPS AWAY

Part 4

- Conclusion:
10. Assign or arrange a schedule for the presentations.
 11. For each issue, ask students to answer orally the question "What does this issue mean to us, today?"

DISCUSSION QUESTIONS

1. Which issues were found in the largest variety of sources?
2. Do any of the sources used present issues in ways that are strikingly different from others?
3. Are there themes or approaches that are constant within a medium regardless of subject?

RELATED ACTIVITIES

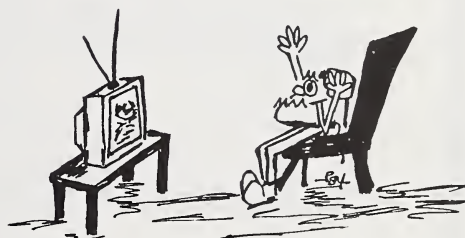
1. Invite a representative for one of the agencies identified in phase one to address the class.
2. On a world map, locate sites where each issue is described as being significant. See whether any of the issues cluster in particular areas of the world.
3. Select nations from the list of United Nations members and investigate what are the critical food, distribution and related issues there.



TASK SHEET ONE

GATHERING INFORMATION

Over the next _____ days you are to gather newspaper and magazine articles, radio or TV documentary summaries and any other information you can find on global food, food distribution and related issues.



Your information search should include material on three aspects:

1. What problems and disagreements exist around the world on food matters?
2. What organizations deal with various issues; how do they work; what are they like?
3. What innovations in food production; trade, transportation, food preservation, etc. are being proposed to address world problems?





TASK SHEET TWO

PRESENTATION

From the information you have gathered, choose one topic -- an issue, an agency, a proposed solution or a related set of these.

Over the next week you are to produce a 5-10 minute multi-media presentation on your chosen topic.

Presentation day will be _____.



TEACHER RESOURCE SHEET ONE



SAMPLE RECORDING FORMAT

	ISSUE	RELATED AGENCY	RELATED PROPOSALS	FREQUENCY
1				
2				
3				
4				
5				
6				

NOTE 1: Some cells may well be empty.

NOTE 2: If you cannot fit all contributions on the chalkboard at the same time you will need to copy those you erase.



World Food Programme, No. 5, Jan. - Mar. '80

Food aid brings relief and development to Mozambique

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Ban on cattle over link to hi

BY JOAN BRECKENRIDGE
The Globe and Mail

The federal government is proposing a ban on a substance used to prevent foot rot in cattle because it has been linked to abnormally high iodine levels in the Canadian pop-

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The Globe and Mail: May 2, 1989

Pork duty troubles Canadian farmers

Canadian Press
KITCHENER, Ont.

Canadian farmers will be forced to lower their prices because of a new U.S. duty on their pork, industry spokesmen say.

The U.S. Commerce Department has announced a tentative duty of 7.7 cents a kilogram on Canadian shipments of pork roasts, chops and other pork products, because they believe the products are subsidized. The new duty does not apply to live hogs, processed or preserved pork products.

Ontario Pork Producers Marketing Board director Amsey Frey said the duty penalizes Canadian farmers for government subsidies, but makes no allowances for U.S. farm subsidies.

It will mean more pork is sold domestically. Because of the increased availability, packing plants will cut the price paid to farmers, industry spokesmen said.

States, making less work in Canadian packing plants.

But how far prices fall, and whether packers will be forced to lay off workers, remains to be seen, said Al Orth, a spokesman for J. M. Schneider Inc. of Kitchener.

Lower-priced products such as pork trimmings will likely be affected first, he said.

"We'll have to wait at least a few days after it takes effect," said Murray Stewart, spokesman for Canada Packers Inc. of Toronto, which owns Hoffman Meats, the largest hog-slaughtering plant in Ontario.

The Commerce Department will make a final decision on the duty by July 17. Importers must post cash or bonds to cover the duty in the meantime.

Agriculture Canada says average hog prices received by farmers hit their lowest

The Globe and Mail: May 4, 1989



Ottawa yesterday.
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per person is 160
Peter Fischer,
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us disease caused by micro-organisms. The government recently sent an opinion letter about the proposed manufacturers, drug purveyors, veterinarians, and departments of agricultural health, agricultural and livestock associations. The letter states that EDDI is an iodine compound containing approximately 80 per cent by weight. Its use in lactation leads directly to reduced milk production. The letter is showing up in many dairy products.

THE GLOBE AND MAIL, THURSDAY, APRIL 27, 1989

Shortages growing, Soviet people told

Associated Press
MOSCOW

Soviet leader Mikhail Gorbachev said that shortages of goods and services were growing in the Soviet Union.

He also said that the government was taking steps to improve the situation.

THE GLOBE AND MAIL, THURSDAY, APRIL 27, 1989

Associated Press
MOSCOW

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Associated Press
MOSCOW

Soviet leader Mikhail Gorbachev says that shortages of housing, food and consumer goods are growing despite his reforms, and he blamed runaway government spending and Soviets "how to work."

"Th

"The food problem is far from solved," Mr. Gorbachev said in one of the frankest admissions of the country's problems. "The problem is acute. There is a shortage of goods in the market."

He also blamed the central leadership, of which he is a part.

"The activity of 2 committees

"The activity of a series of party committees and Soviet organs in their attitudes, in style and work methods, in their understanding of the processes taking place, did not keep pace with life," he said. "This also relates to the party's Central Committee and to its Politburo."

He said individual workers also share the blame. "Many forgot how to work. They got used to being paid often just for coming to work."

At the plenum that ended on Tuesday, Mr. Gorbachev commended the Central Committee members.

Corn, soybean futures up after dry weather forecast

The Globe and Mail

On the Coffee, Sugar
change of New York
dropped after
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On the Coffee, Sugar and Cocoa Exchange of New York, coffee futures dropped after workers at the Brazilian port of Santos, the last major port affected by a national strike, returned to work Saturday.

The May Day holiday closing of the New York Stock Exchange, returned to work Saturday.

work Saturday holiday closed in European markets led to a sharp rise in dealings on the New York exchange in crude oil and gold markets. Most of the day on the New York Mercantile Exchange.

Organic Beef Symposium

Organic Beef Symposium

Organic beef was the topic of a March 16 Symposium attended by 60 people in Ukiah. Organized by Mendocino County farm advisor Rod Shippey, the symposium was designed to address the growing interest in organic certification among California livestock producers. Currently the market for organic beef is quite small, but producers see great potential for an expanding clientele in the United States.

Like growers of food crops, organic livestock producers are continually developing the system which works best for them. According to Cathy and Ralph Rittenhouse, Humboldt County ranchers, these systems will include some kind of rotational grazing combined with special feeding of organically produced forages. The U.S. Food and Drug Administration is currently developing a production guide detail for organic livestock.



**Canadian International
Development Agency (CIDA)**

Tools for Peace

**International Development
Research Center (IDRC)**

International Monetary Fund

**International Food Policy
Research Institute**

**Organization for Economic
Cooperation and Development
(OECD)**

DATA SHEET TWO - SAMPLE AGENCIES



**Soil and Water
Conservation Society**

North-South Institute

**Sustainable Agriculture
Association of Alberta**

**General Agreement on
Tariffs and Trade (GATT)**

**Food and Agriculture
Organization (FAO)**

World Food Programme



The Globe and Mail: July 16, 1988

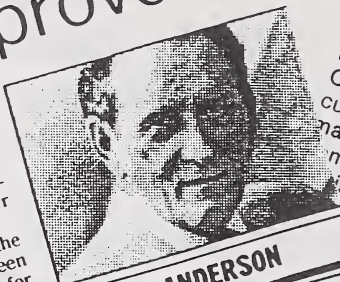
Global food scene can be improved

The impressive growth of farm productivity in most parts of the world offers a graphic example of what can be achieved through technological improvements when people set their minds to the task.

For more than a century, the cost of food production has been coming down, after allowing for inflation. The global population has increased dramatically, yet the ancient fear of famine has all but disappeared. Starvation still occurs, but usually for reasons other than a shortage of food.

Success in increasing the food supply, though, has not been matched by an improvement in wisdom and efficiency of agricultural policies.

World Bank commented on the recent world development report that, "an open Second Rec-



RONALD ANDERSON

protecting its dairy industry between 1976 and 1979, and the United States "lost" almost \$4-billion in total agricultural support in 1984-85.

Meanwhile, in the developing countries, the general economic policies of government and, particularly, the excessively high taxation of farm output create a bias against food production.

The World Bank said the inward-looking development strategies and inappropriate exchange rates and other policies of the poor countries, together with the protectionist agricultural policies of rich countries, have resulted in a pattern of global food export and trade that is not in the best interests of the world's agricultural sector.

Alberta Supports Asia Pacific Foundation

Jim Horsman, minister of Alberta Federal and Intergovernmental Affairs has announced a \$1 million funding commitment to the recently created Asia Pacific Foundation of Canada. Alberta will provide an annual grant of \$200,000 for the next five years toward the foundation.

Alberta has vital interests in Asia including trade in agricultural products, coal, sulphur, oil and gas equipment and technology, and petrochemicals, and in the attraction of investment and joint ventures. Premier Peter Lougheed visited Asia in the summer of 1983 to pursue these opportunities, and these were stressed by the Premier during his speech to the Pacific Rim Conference in Calgary last year.

Montreal GATT meetings: the road ahead

RoyFarm Business Review, Jan. 1989

The Montreal mid-term review of the current GATT round of multilateral trade talks ended inconclusively. The long-standing dispute between the United States and the European Community (E.C.) regarding agricultural subsidies proved to be the main stumbling block. To avoid a complete breakdown, the trade ministers from GATT's 96 member states agreed to undertake a four "cooling-off" period and to meet in Geneva next April.

The objective of the first two years of the term review was to shape and to shape two years. It were a failure accomplished disagree". What global trading lines...

The Asia-Alberta Exchange, Vol. 1, No. 5, 1985

In announcing the province's support for the foundation, Mr. Horsman called attention to Alberta's important affiliations with the provinces of Heilongjiang in China, Hokkaido in Japan, and Kangwon in Korea. These long-standing special relationships involve intensive cooperation across a wide variety of interest areas, many of them based on the similarities in climate and resources that characterize these provinces.

"The activities of the Asia Pacific Foundation, in providing an infrastructure for Canada's trade and economic relations with Asia, are of great importance to the province of Alberta."



Energy, Mines and Resources Canada

REMOTE SENSING FOR AGRICULTURE

Introduction

Circling Earth, hundreds of kilometres above its surface, satellites have a unique view of the agricultural panorama below. Increasingly, agronomists and farmers in Canada and throughout the world are using the data provided by these remote sensors to improve agricultural decision making.

Most people are familiar with the weather-viewing capabilities of the satellites; now enhanced systems make available many other types of data for farming and crop management. Crop area mapping and value to agriculture. The satellites carry various sensing systems capable of measuring the surface of the earth in different colours or wavelengths, they can often be identified and characterized.

Massive over-production. Export subsidies were then used to unload surplus production on world markets. Through its 1985 Farm Bill, the United States reacted by reverting to its export subsidies in the hopes of forcing the E.C. to rein in its agricultural programs. From the outset, the U.S. has insisted on a prior commitment to eliminate all production measures before negotiating for its part, is only prepared to accept piecemeal reforms. Effective of the Montreal mid-1980s was to take stock of the Uruguay Round agenda for the final time since all that could be agreed to was "to agree to avoid the Montreal increased risks."

The stage
The Montreal home to stance on ignore

Premier Meat Sale to Hokkaido

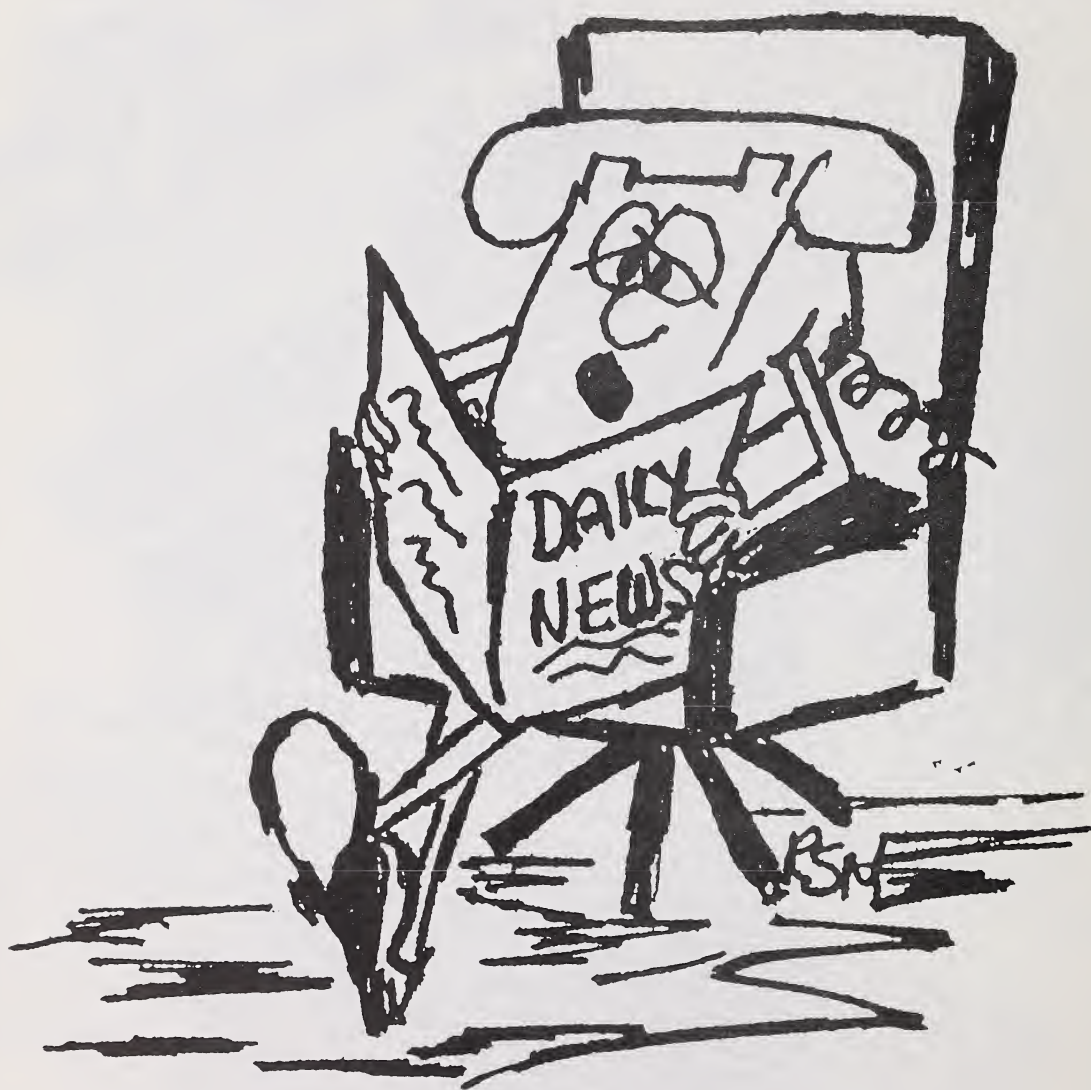
The Asia-Alberta Exchange, Vol. 2, No. 4, 1986

A two tonne order of Alberta's best beef — premium quality tenderloin and striploin — was shipped in January by Premier Meats Ltd. of Calgary to the Alpha Hotel in Sapporo, Hokkaido. The sale is exciting, says Bob Porter, director of marketing and co-owner of Premier, because this is a breakthrough into the Japanese hotel market, which demands the best quality product and packaging. This "small beginning", according to Mr. Porter, shows there is interest in Japan in the Alberta specialized food service industry.

The year has certainly started off well for the Alberta...

emphasized. Premier sent 500 kgs of the special rib cut and the response from the Alpha indicates the hotel is happy with them. The deal confirms Alberta beef as a thrust of promoting Alberta beef as a high quality, leaner product than that available from other markets, and the importance of international sales. "The future of the industry is in export and new product development," he believes.

Mr. Gardner is pleased that Alberta's beef marketing strategy is working well in Japan. "We have the sound quality..."



ACTIVITY 10



How Much Difference Does That Make?

Objectives:

Students will compare the results (food output for work input) of the food production sectors in Canada, the U.S.A., the European Economic Community and the Soviet Bloc.

Curriculum Fit:

Social Studies 30 (1981 version)

Topic A: Political and Economic Systems

Social Studies Concepts:

Comparative outputs of different economic systems.

Agriculture Concepts:

Diversity

Cognitive Level:

Comprehension

Materials Required:

Included

Time Required:

One class period



BACKGROUND - For the Teacher

This lesson provides an opportunity to compare output from four agriculture sectors which place different values on individual freedom and collective good.

The U.S.A. farming sector is most closely derived from classical, free market economics. Its bias is always toward the right of an individual to choose what industry he or she wants to pursue. This tendency is somewhat modified by trade barriers and subsidies to ensure that most efficient producers can succeed.

Canada, and therefore Alberta, is also organized with an emphasis on individual freedom. However, in many commodities, producers have joined or have been combined to form marketing boards and to impose limits to production. Where these exist, as in dairy products and eggs, their goal is to ensure that each existing producer can succeed, even though this limits their freedom to bargain with buyers and others' freedom to become producers.

In the European Economic Community the emphasis on collective good is somewhat stronger again. Ownership and decision making essentially remain with individuals, but prices are not market-determined. To ensure internal food self-sufficiency, European governments pay producers at a level that will cover their costs and allow them a profit. The commodities are then either sold internally to processors at subsidized prices or exported at world supply and demand prices.

The Soviet agriculture system aims to maximize the collective good at the expense of individual freedoms. In this it reflects a general Marxist value that the pursuit of personal goals are in the end destructive to a society and that each person should strive for the general good. Thus farms, machinery and livestock are all seen as too important to be owned individually.

PROCEDURE

Part 1

- Preparation:
1. Make one copy of the data sheets (1 - 5) for every five students.

Part 2

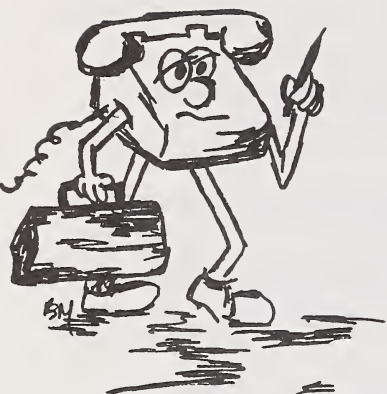
- Introduction:
(Day 1)
2. Divide the class into groups of five.
 3. Distribute a set of data sheets to each group.

Part 3

- Activity:
4. Allow groups 10 - 15 minutes to consider the data and draw conclusions about relationships between the social systems described and the ability of each country to feed its people and export food.
 5. Ask each group to present its conclusions in one minute.
 6. Reorganize the class into four groups. Assign one of the economic systems (Canada, U.S.A., E.E.C., U.S.S.R.) to each group.
 7. Inform the groups that they are to prepare to advocate their system in a four-way debate in a week.
 - Allow each group 6 - 8 minutes to present information on the workings and philosophy of food production in their country and 2 - 3 minutes for rebuttal after the presentation.

Part 4

- Conclusion:
(Day 2)
8. Conduct the debate as described.
 - each presents features of its system for 6 - 8 minutes.



- each group (keep the same sequence) rebuts claims of rival groups in 2 - 3 minutes.

9. Lead a class discussion of the topic, "On what basis are we able to argue that one thing causes another?" (e.g. That private ownership and a free market causes greater food production efficiency than centralized planning.)

NOTE

If the research groups seem too big to be productive you can form eight groups, assign two to each economic system and stage two debates.

DISCUSSION QUESTIONS

1. For each product calculate the amount produced per citizen by each country and rank the countries.
2. How does the per capita production ranking compare with the overall production rating?

RELATED ACTIVITY

1. Survey news media for reports on agriculture in Canada, the U.S.A., the E.E.C. and the U.S.S.R.



DATA SHEET ONE -- CANADA

ANNUAL PRODUCTION OF SELECTED AGRICULTURAL COMMODITIES

'000 metric tonnes

YEAR	WHEAT	BEEF	PORK	MILK
1988	15,700	928	1,188	8,150
1987	26,000	933	1,131	7,986
1986	31,400	991	1,097	7,925
1985	24,300	985	1,089	7,891
1984	21,200	948	1,044	8,096
1983	26,500	993	1,030	7,850
1982	26,700	987	1,006	--
1981	24,800	978	1,015	--
1980	--	939	1,034	--

Source: Agriculture Canada

Note: Beef includes veal

Population: 25,354,000

Farms: 234,089

System of ownership: Most farms are owned by operating farmers, who may also rent land to increase their acreage.

Crop Planning: Conducted independently by each producer. Milk production is controlled by a quota system which limits entry of new producers.

Pricing Method: Wheat, beef and pork are determined by supply and demand. Government assistance may occur to protect producers. Milk prices are determined by a marketing board using a product cost plus profit formula.

Source: The Canada Year Book, 1988, Statistics Canada, Ottawa, Ontario.



DATA SHEET TWO -- ALBERTA

ANNUAL PRODUCTION OF SELECTED AGRICULTURAL COMMODITIES

'000 metric tonnes

YEAR	WHEAT	BEEF	PORK	MILK
1988	5,391	369	124	--
1987	6,221	336	138	608
1986	5,988	327	119	598
1985	6,804	362	133	580
1984	4,883	351	119	603
1983	4,899	369	126	582
1982	7,212	359	122	604
1981	5,796	358	130	507
1980	5,285	348	134	634

Source: Alberta Agriculture Statistics Yearbook 1980-1987

Note: Beef includes veal

Population: 2,375,000

Farms: 55,777

System of ownership: Most farms are owned by operating farmers, who may also rent land to increase their acreage.

Crop Planning: Conducted independently by each producer. Milk production is controlled by a quota system which limits entry of new producers.

Pricing Method: Wheat, beef and pork are determined by supply and demand. Government assistance may occur to protect producers. Milk prices are determined by a marketing board using a product cost plus profit formula.

Source: The Canada Year Book, 1989, Statistics Canada, Ottawa, Ontario.



DATA SHEET THREE -- UNITED STATES OF AMERICA

ANNUAL PRODUCTION OF SELECTED AGRICULTURAL COMMODITIES

'000 metric tonnes

YEAR	WHEAT	BEEF	PORK	MILK
1988	49,300	--	--	65,900
1987	57,400	--	--	64,620
1986	56,900	11,292	6,379	65,354
1985	66,000	10,996	6,716	64,930
1984	70,600	10,928	6,719	61,439
1983	65,900	10,748	6,896	63,354
1982	75,300	10,425	6,454	--
1981	75,800	10,353	7,201	--
1980	--	9,999	7,537	--

Source: USDA

Note: Beef includes veal

Population: 241,596,000

Farms: 2,211,920

System of ownership: Most farms are owned by operating farmers, who may also rent land. Some large farms are owned by corporations who hire operators as employees.

Crop Planning: Choice of commodity and production level is made by operators.

Pricing Method: Prices of all commodities are set by supply and demand. Government subsidies are applied in some cases to protect producers.

Source: Agricultural Statistics 1987, USA Department of Agriculture, Washington, 1987.

DATA SHEET FOUR -- EUROPEAN ECONOMIC COMMUNITY



ANNUAL PRODUCTION OF SELECTED AGRICULTURAL COMMODITIES

'000 metric tonnes

YEAR	WHEAT	BEEF	PORK	MILK
1988	74,900	--	--	107,794
1987	71,400	--	--	111,564
1986	72,000	7,019	10,426	116,211
1985	71,600	7,111	10,147	114,913
1984	83,100	7,165	10,068	116,397
1983	63,800	6,694	9,972	118,185
1982	64,700	--	--	--
1981	58,100	--	--	--
1980	61,500	--	--	--

Source: USDA

Note: Beef includes veal

Population: 322,272,000

Farms: 9,105,000

System of ownership: Most farms are owned by operating farmers (farm families).

Crop Planning: Individual decision influenced by centrally determined support prices.

Pricing Method: Floor prices are paid to producers by governments to insure that costs of production are met. Governments then export at prices set by world supply and demand.

Source: The Canadian World Almanac and Book of Facts, 1988, Toronto, Ontario, Canada, 1987.

DATA SHEET FOUR A -- EUROPEAN ECONOMIC COMMUNITY



POPULATIONS OF COUNTRIES IN THE
EUROPEAN ECONOMIC COMMUNITY (1986 est.)

COUNTRY	POPULATION
Belgium	9,868,000
France	55,239,000
FR Germany	60,734,000
Italy	57,226,000
Luxembourg	367,000
Netherlands	14,536,000
Greece	9,954,000
United Kingdom	56,458,000
Ireland	3,624,000
Denmark	5,097,000
Spain	39,074,000
Portugal	10,095,000

Source: Canadian World Almanac and Book of Facts,
1988, Global Press, Toronto, Ontario,
Canada, 1987.



DATA SHEET FIVE -- UNION OF SOVIET SOCIALIST REPUBLICS

ANNUAL PRODUCTION OF SELECTED AGRICULTURAL COMMODITIES

'000 metric tonnes

YEAR	WHEAT	BEEF	PORK	MILK
1988	84,500	--	--	105,500
1987	83,300	8,200	6,200	103,400
1986	92,300	7,840	6,065	102,173
1985	78,100	7,370	5,853	98,608
1984	68,600	7,244	5,927	97,906
1983	77,500	7,011	5,760	96,450
1982	84,300	6,618	5,273	--
1981	81,100	6,627	5,220	--
1980	98,200	--	--	--

Source: USDA

Note: Beef includes veal

Population: 279,904,000

Farms: Not available. In 1970, 30,760,092 people worked on farms in the U.S.S.R.

System of ownership: Two farms:

- Collective farms: the people living on and running the farm own it jointly.
- State owned farms: the farm is owned and operated by the national government which pays wages to those working there.

Crop Planning: Crops and quotas are established for each farm by a centralized planning agency.

Pricing Method: Commodity and final product prices are set by a centralized planning agency.

Source: The Canadian World Almanac and Book of Facts, 1988, Toronto, Ontario, Canada, 1987.

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